

Introduction

Most of the material on which this report has drawn was collected through a series of enquiries made by members of Her Majesty's Inspectorate during the spring, summer and early autumn of 1961.

The enquiries would, it was hoped, give some idea of the extent to which schools and colleges of further education in England and Wales were developing close contacts with each other: the main purpose was, however, to discover those practices, wherever they might exist, which seemed particularly helpful in establishing and developing such contacts.

The timing of the exercise seemed appropriate, following as it did closely upon the publication, in January 1961, of the White Paper *Better Opportunities in Technical Education*. This White Paper was already encouraging people to give even greater attention than before to the strengthening of links between schools and colleges, a process which received a further boost in many areas from the success of Commonwealth Technical Training Week.

Eleven areas (ten in England and one in Wales) were chosen for special study, but district inspectors for schools and for further education in most of the remaining areas in the two countries were asked to discuss the matter in general with local education authority officers and others, and to report any promising practices revealed by these discussions. The areas for special study were not selected to provide a scientific sample. Their choice was determined partly by the desirability of having a reasonably varied geographical spread but partly also by the need to take account of H.M. Inspectors' other commitments.

This report, therefore, does not attempt to assess, area by area, the stage reached in the development of links between schools and colleges. It includes some discussion of the major problems involved, and the crucial stages in the progress of the boy or girl who is first a school pupil and later a college student, but it does this mainly as a setting for the description of promising practices, by authorities, colleges, schools and individuals.

The Enquiry did not include a detailed study of the functions of the Youth Employment Service, but it is clear that this service has a growing part to play. The youth employment officer will not wish to stand between schools and colleges but he will need to know the work of each as well as he understands the requirements of employment in his area. He has a valuable contribution to make, not only

through the advice he gives to young people but also in helping to bring schools, colleges and firms into successful relationship.

It may be helpful at this point to indicate briefly the content of each Section:

Section I is concerned with measures adopted by various types of organisation to encourage co-operation in an area and to establish conditions which will favour its development. Local education authorities usually play the leading role in such arrangements, but teachers' associations, university institutes of education and groups of industrialists are among the other organisations which may add a considerable contribution. This Section will, it is hoped, be of interest to the officers of various organisations and to individuals who may serve as members of committees.

Section II describes and illustrates the approaches made by schools to their partners in this joint enterprise. It has something to say about school-college co-operation in arranging local school-leaving examinations, about visits by school staffs and pupils to colleges, about the co-ordination of teaching methods and about links between schools and industry. It devotes some paragraphs to grammar school-technical college relationships. It describes in detail one authority's scheme for the 'day-release' of pupils to technical colleges and one school's way of putting such a scheme into practice. It deals in detail also with approaches by schools to parents. It should be of interest to members of school staffs, and is intended also to provide members of college staff with information which they will need to have about school problems and practices.

Section III deals with the approaches made by technical colleges to their contributory schools, with the need for the exchange of information about individual students between schools and colleges and with the importance of choosing the right members of college staffs for classes of new entrants. It gives examples of courses designed to provide school leavers with an introduction to college conditions and describes some induction courses in detail. Enrolment problems and procedures are also treated at length. The Section should interest members of college staffs and should help members of school staffs who are trying to forge closer links with colleges.

Section IV describes the situation in Wales as it has developed over the years and deals briefly with the aspects which, for England, are treated in Sections I, II, III and V.

Section V deals briefly with publicity material as this affects school leavers, students, parents and employers. This is clearly a

field where there is plenty of room for experiment and where the consumer's opinion of material with which he is provided is of particular value. In its few paragraphs the Section can do no more than give a reminder that this is a matter of concern to all readers of this report.

Section VI takes as its theme the individual pupil or student, of either sex, towards whom all the measures described in this report are ultimately directed. It stresses his need for full guidance about his future, by qualified people and in terms which he can understand, his right to be judged for all his qualities, his problems of adjustment and the benefits which he can derive from the community life of a school or college. It is a short section, intended for all readers.

Section VII, 'The Problem in Perspective', is intended primarily for the reader who found material to interest him in Section I. It relates the strategy of the enterprise to the situation as described in the Crowther Report, and devotes some attention to the nature of the contacts needed, to the sort of knowledge required by the various participants, to factors which hamper co-operation, and to the need for a clearly stated local policy about provision for 15-18 year-olds. It ends on an optimistic note which is fully justified by the evidence of the Enquiry.

If the report is found to contain something of value, this is due almost entirely to the generous co-operation of all those who have supplied H.M. Inspectors with so much useful information.

1. General arrangements for fostering Co-operation in an area

The Enquiry yielded a mass of evidence about the general arrangements made by authorities and organisations for easing transition from secondary to further education. In this Section we shall describe a few instances of the ways in which particular areas have met their problems. It is not to be expected that these practices will suit all circumstances or provide complete answers: here and there, they may yield a clue and perhaps even start new trends of thought and action.

Compact Areas

One town, with a population of about 150,000, illustrates what may happen in a compact area. It is a town where there is a fair demand for skilled and unskilled workers, and a strong demand for unskilled women workers. Until quite recently, the 15 year-old secondary modern school pupil who wanted an extended course¹ left school and attended an institute for further education: now, extended courses leading to G.C.E. ordinary level are beginning in secondary modern schools, which are encouraged to develop such courses in subjects of their own choosing. The work of the technical college for the 15 year-old leavers is likely to be reduced as these courses develop.

Courses for part-time day students are to be found in three centres, two provided by the authority and one by a local firm. The influence of the youth service is particularly far-reaching and effective; the area youth officer (in addition to the youth employment officer) visits schools regularly to talk to school leavers.

The authority publishes information about opportunities in further education, sending it to secondary modern schools and, through the pupils, to all parents. Appropriate material is available for grammar schools. The Youth Employment Service undertakes most of the

¹ The term 'extended course' is used in this report to mean a fifth-year (or fifth and sixth-year) course in a secondary modern school or in the non-selective streams of a bilateral or comprehensive school.

work in associating schools with industry. The authority arranges *ad hoc* conferences between teachers in schools and F.E. establishments, at which ways of arranging contacts and easing transition are discussed. Every few years an exhibition is staged of local employment opportunities and some national opportunities (such as those provided by the Armed Forces). Visits are paid by school parties to this exhibition and also to local industries. Particularly good preparations are made for these industrial visits.

Pupils who remain after the age of 16 in grammar schools tend to find further education and employment outside the town and the schools provide information for them, usually very efficiently. In grammar schools it is common for the youth employment officer to address all fourth formers and to meet at the school individual leavers in the fifth, sixth and seventh years. The grammar schools are now much more appreciative of the contribution which the youth employment service can make with the old leaver. Relations with neighbouring authorities are easy.

There are some compact areas where little is to be found by way of formal arrangements for contacts between the individuals and institutions concerned. In places small enough for people to know each other well, to insist on formal machinery might seem superfluous; there is a danger, on the other hand, that without some regular lines of procedure contacts may be taken for granted and left entirely to chance. There can in any case be few colleges of further education where everything can be left to informal contacts, because their catchment areas extend beyond the boundaries of the towns in which they are situated, and within the fringe areas all sorts of difficulties of communication may arise.

A Rapid Development

In one northern county borough the situation has changed dramatically in the space of six months. Liaison between the schools and the college of further education had hitherto been very slight, but after the White Paper had announced impending changes in the structure of further education, and starting from Commonwealth Technical Training Week, a new approach was made to the problem and new measures were vigorously prosecuted. The report from this town says:

'In the past, the propaganda published by the authority consisted of special sheets included in the normal bulletin issued to schools. This offered only a skeleton of the facilities available. Since Commonwealth Technical Training Week a new approach has been made. It began with a meeting at the college of further education of all secondary heads in the town. This had as its objects to explain the improved

opportunities in technical education and the new structure of the commerce courses, and to improve liaison between the schools and the colleges. It was addressed by the principal of the college of further education and the administrative assistant of the authority. It was followed by a second meeting of all the secondary heads, their careers masters and the youth employment officer, at which the ground was covered in greater detail. A third meeting took place in the college, this time of the personnel and staffing officers from local industry. About 100 people attended and the meeting went particularly well. Subsequent questioning revealed almost total ignorance of the new arrangements in technical education—almost none had read *Better Opportunities*—but a very lively interest was shown. The head of the department of commerce, at which 'end-on' G.C.E. courses¹ have been running for some time, has been in the habit of conferring with school heads, and a member of his staff has visited the schools to discuss selection for these courses. This procedure is now being adopted by the college of further education. Pupils in schools who are due to leave at Christmas or Easter are allowed to enrol in evening classes, and the principal of the college and about 30 of his staff went round the schools to interview and assess the candidates and to make clear, in consultation with the head, what was involved. This particular operation was felt to be highly rewarding and is to be regularly repeated. It will gain in value as the various members of staff make themselves fully aware of the all-round picture of opportunities in the college. It is also intended that the mass meetings shall be repeated if they are felt to be necessary, but it is possible that the successful development of the school visits by the college staff may serve instead.'

Advisory Committees

In one country area various local arrangements between schools and colleges exist, but the authority is uncertain how effective, in general, liaison has become. Three working parties have therefore been appointed, to consider the Relationship of Secondary and Further Education, Selection for Employment and for Further Education Courses, and The Procedure for Vocational Guidance and Placing in Employment. Among the questions put to the first working party are the following:

- (a) What information do schools required on the content of further education courses and standard of admission to them? How can this information best be regularly provided?
- (b) What effect, if any, on the curriculum of the secondary schools must further education courses have?

¹ 'End-on' Courses: courses provided at F.E. establishments and followed by students immediately after leaving school.

(c) What scope is there for close co-operation between a particular school and further education establishment (including shared use of staff and accommodation) over the provision of extended courses, and what administrative procedure should control this?

(d) In what circumstances should full-time courses for 15 and 16 year-olds be provided in further education establishments and how should students be selected for them?

The second working party was asked to consider, among other questions,

(a) What steps are needed to improve arrangements for selection by employers of boys and girls who will be required to take courses of technical education?

(b) What steps are needed to improve selection of students for further education courses? What information on students should schools supply to colleges? What form of diagnostic period or induction course might be arranged before or after children leave school?

In one of our large cities the teachers' advisory committee appointed by the authority recently made recommendations designed to improve liaison. The committee felt that this could most readily be done through personal contacts between school heads and college principals. The recommendations included a suggestion that examples of the work done in colleges might be sent to schools for exhibition; that there should be greater publicity for further education, including perhaps a television programme and the making of a film about vocational courses [as has been done elsewhere]; and that a statement should be compiled giving details of facilities available at all the City's further education establishments. This should contain full information on the courses provided, including details of requirements for entry, duration (i.e. day or evening), and level of courses and qualifications to which they lead. It should be available initially and for a trial period only to persons within the authority's service who have the duty of advising pupils or young persons in employment about further education.

The committee also recommended that an index of courses should be prepared for publication as a guide for the general public; and that a special officer should be on duty in the Education Office during the first half of the autumn term, to act as liaison officer for information between industry and commerce and further education establishments.

Country Areas

Country areas have their own problems and have their own ways

of meeting them. In one midland county the authority convenes meetings of school heads with principals and heads of departments from the colleges, has standing committees of assistants from the schools and college departmental heads in different parts of the county, and arranges visits for college staff to schools and for teachers to industry.

The use of secondary modern schools with fairly wide catchment areas as further education centres in the evening, to which students from surrounding villages are officially transported, provides an effective link between schools and further education. In some counties, further education tutors have been appointed and attached to school staffs.

In a rural county in the West, secondary school heads are brought together from time to time for a short residential conference at which college principals give talks. The local authority inspector for secondary schools in this area has met with some success in encouraging secondary modern schools to arrange for groups of pupils to make use in their later years at school of workshop facilities in neighbouring technical colleges. The knowledge gained during these periods is used in the schools in the treatment of the theoretical side of the work. These arrangements appear to be encouraging pupils to stay on longer at school, by lending added realism to their studies.

'Day-Release' from School to College

The practice of sending senior secondary modern pupils to the local technical college for a period (usually half a day) each week for work which the college is better equipped than the school to provide is a familiar one, but the extent to which this practice has been adopted by schools in different parts of the country came as something of a surprise to those who studied the papers resulting from the Enquiry. A specific instance will be considered later.¹ One county borough in the North-West is contemplating five-year general courses in its secondary modern schools, including in the last year 'release' for one day or two half-days a week to the local technical college; pupils will be given the choice of six courses.²

Industrial Visits

Arrangements for industrial visits are sometimes made centrally, and not only in country areas. In one metropolitan area, 238 parties of secondary modern pupils have paid such visits in the last two

¹ See Section 2, pages 16-17.

² See Section 2, page 15.

years, all but two schools taking part and over a score of firms co-operating. The programme of visits is worked out each year by the youth employment service and the youth employment officer has successfully promoted interest in the scheme. Grammar school pupils pay similar visits, usually in the Easter holidays, and the first two visits of a series for heads, arranged at their request, were made during the Summer term of 1961 to two local factories.

'Adjustment to Industry'

One county authority has for a number of years used conferences of representatives from schools, colleges and industry as settings for discussions leading eventually to the publication of brochures and reports on various topics. Local meetings, for example, between heads and industrialists in six areas led to the publication of a brochure entitled 'Schools and Industry'. A number of study groups have been formed recently in local areas, to consider Government reports and topics of current interest. A feature of this area has been the 'Adjustment to Industry' schemes adopted by a number of schools. These covered, in an elementary way, such general topics as the organisation of industry, National Insurance, trade unionism and personal relationships at work between the young worker and manager, foreman and fellow worker. They involved the use of visits, speakers and visual aids.

A meeting of teachers, representatives of industry, youth employment officers and others, charged with the task of judging the effectiveness of such schemes, decided that they were proving of inestimable value to pupils, who were 'perceptibly becoming more critically selective in their choice of careers and were learning to appreciate the value of occupations which offered progressive opportunities'. There seemed to be evident need for small area organisations, composed of teachers and youth employment officers, to maintain contact on this subject of 'adjustment to industry', to exchange ideas and to co-ordinate plans: 'The important thing was that they must be integrated in one way or another in order to be of real value. These projects and the youth employment service should not merely be casual irritants to the general life of the school'.

Careers Conventions

Careers Festivals and Careers Conventions are usually organised by individual schools, and are therefore mainly the concern of the next section. But one large city authority has organised careers festivals of a week's duration during the Christmas holidays as part

of its guidance service, for pupils attending selective schools and pupils taking extended courses in other secondary schools. The number of persons who have attended these festivals amounts to 8,000, of whom about a third have been adults. The report from this city says:

'The chairmen of sessions have been drawn from heads of schools, heads of colleges, officers of the authority, members of the education committee and representatives of industry and commerce and of professional bodies. From these festivals, careers evenings have been developed in many parts of the city. By means of pilot schemes it was established that better attendances were obtained from an extended series of evening meetings in term time than from a concentrated series of day sessions during a holiday period. The full scheme as followed last year was for a series of evening meetings spread over three weeks during the autumn term. Printed information is circulated in advance to parents of all third- and fourth-year pupils in secondary schools and they are asked to mark on a returnable sheet those sessions which they hope to attend. The authority feel that strong emphasis on the visual presentation of information is of great importance, and they attach considerable value to these careers evenings as a form of refresher course for youth employment officers and for teachers concerned with vocational guidance'.

Conferences Organised by Education Authorities

Working parties, standing committees and *ad hoc* conferences are frequently organised by authorities; to complete this picture two more instances may be briefly quoted, that of the north-western town which stages courses from time to time at its technical college to which all secondary school and college specialist teachers are invited, and that of the midland city which has for the last nine years held an annual conference at an Oxford college on themes which have had a wide appeal to teachers in schools and further education establishments.

It is not always the Authority which organises such conferences. Sometimes, for example, the British Association for Commercial and Industrial Education is the moving force behind a conference of educationists and industrialists, sometimes a local teachers' association undertakes to arrange meetings between heads, principals and their staffs, sometimes a university institute of education establishes an informal study group and invites as members of it representatives from all the various interests concerned.

Particularly noteworthy have been the activities of an association

of educationists and industrialists in the West of England. This association, in collaboration with the county education authority, organised during 1961 four one-day conferences at which secondary modern heads and two conferences at which grammar school heads met representatives from industry to discuss the theme of the White Paper *Better Opportunities*. These conferences are only one of the activities of this association, which has a steering committee consisting of a few industrialists, the chief education officers of the county and of a city authority, and technical college principals.

The territorial area covered by the association has recently been extended, and now embraces three counties. There are indications that the discussions instigated by this body have led not only to increased goodwill and understanding among those who took part in them, but also to some practical measures designed directly to forge links between institutions and to ease the journey of students from one to the other.

Strategy and Tactics

We have tried in this section to indicate the range of contributions made by education authorities and other agencies throughout the country at what may be termed the strategical level. The value of these contributions is beyond question. It is none the less true that these strategical measures need, if their effect is to be realised to the full and perpetuated, to be supplemented by the day-to-day tactical activities of individual colleges, individual schools, and, indeed, individual persons.

The picture presented by one of our big cities which in spite of its size enjoys relatively easy communications is useful because it illustrates not only how much is being done to develop contacts but also how much remains to be done, at different levels, in spite of all these efforts.

This is an area in which extended courses in secondary modern schools have developed very considerably, and where each school is free to develop as it thinks best. There are no full-time 'end-on' courses in the further education institutions for 15 year-old school leavers. There are no joint committees covering secondary and further education, but the authority has organised a number of joint meetings and conferences in recent years. These have been attended by almost all the heads from maintained secondary schools as well as by a number of heads from independent schools. College principals and heads of departments have taken part in and given addresses at these conferences.

Heads of departments and careers masters from the schools have attended conferences with technical college staffs, and similar opportunities have been given to headmistresses and careers mistresses.

An annual conference for careers masters is usually well attended and an annual careers conference for pupils has become an established feature, at which college principals and heads of departments have had chances to speak to large audiences of pupils from maintained and independent secondary schools. The youth employment service plays an important part very effectively. Relationships between schools and colleges and between colleges and industry are noteworthy for their friendliness.

Remaining Steps

Yet it is clear that two important steps remain to be taken. One is the systematic development of relationships which up to now have been somewhat haphazard: the other is the fostering of close contacts between those people, such as assistant teachers and lecturers, who are the ones concerned with putting the plans of strategists into daily practice. It is noteworthy, for instance, that visits by college principals to school speech days are only just beginning to be followed by consultations between schools careers masters and mistresses and college departmental heads; there has so far been a general lack of planned co-operation between the staffs of schools and colleges. Some schools have made individual contacts, sometimes through personal friendships, or because a schoolmaster may teach part-time in further education, and occasionally parties of pupils have visited a technical college, but such visits are rare and it is more usual to find that secondary school staffs have still only a general idea of what is done in further education.

Industrial visits are undertaken from time to time but these too are seldom planned systematically. It is rare to find that information about a pupil is passed from school to a college, and there is apparently very little feed-back of information about students from colleges to schools. At the same time, the colleges agree that such information could be made available, if the schools expressed a desire for it.

The concern shown by the schools over the future of their pupils is most noticeable, and all schools are ready to seize upon any helpful information and advice that comes their way. Heads and careers masters are not yet well enough equipped with knowledge about the whole range of opportunities in further education, to match the knowledge which they have about university prospects.

The fact that in an area where so much has been achieved and so much goodwill engendered so many tactical improvements have yet to be made suggests that some account of the day-to-day practices which institutions and individuals in various places have found to be of value may be generally welcome. Such practices form the theme of the following sections.

2. Approaches by the Schools

Preoccupation with the task in hand, diffidence about approaching colleagues in other institutions, and the complexity not only of the structure of further education but also of the language used to describe it are among the reasons why school staffs often seem to know little about the conditions in which their pupils will find themselves when they leave school and transfer, as part-time or full-time students, to the technical college. The situation can be better than this, however, in places where members of school staffs are themselves part-time teachers in further education.

In one county borough there are two colleges, one with 120 part-time teachers and the other with 231. Twenty-five of the 120, and 90 of the 231, are teaching by day in the schools. At practically every secondary school in this area which was visited during the Enquiry at least one member of the staff taught also in one of the colleges. Where this is happening, better knowledge and understanding can be expected, though it may still be knowledge of only a limited sector of a college's activities, and of a very small proportion of the field of further education as a whole.

Local School-leaving Examinations

Quite a common form of co-operation between members of school and college staffs occurs in connection with local school-leaving examinations. In one area, for example, the examination is administered by a council which includes representatives from schools, colleges and industry. The schools prepare their own syllabuses and mark their pupils' scripts, but moderators appointed by the council are given an opportunity of seeing the syllabuses proposed by the schools in their particular subjects and of discussing them with heads and subject specialists.

The moderators also scrutinise the scripts and approve the marking, in consultation if necessary with school staffs. At the end of the examination they submit a general report and also individual reports for transmission to the schools concerned. From time to time they meet subject teachers for discussions covering the teaching and examining of particular subjects from several aspects. A number of the moderators come from institutions of further education.

These arrangements have been described in some detail not for the merits of the examination itself—which are not for consideration here—but as showing the opportunities they provide for close co-operation between school and college teachers. In another area, pupils in the fifth year at secondary modern schools are given the chance of taking an examination in four subjects including English and mathematics. The syllabuses are devised by a panel of practising teachers, including a member of the technical college staff. Examination papers are set by smaller subject panels. The scripts are marked in the schools and assessed in the college.

The subject panels are the crux of this organisation. They consist of two school teachers (from different schools) and one technical college teacher. Their work is said to have led to a good understanding of the aims and problems of the schools and the college by both partners, and to have made an important contribution to the good relations which exist generally.

The report on another such scheme includes the following statement:

'The greatest benefits which the Certificate has brought are probably to staffs: to heads, through the discussion on principles which have occurred at board meetings, to assistants through the discussions on panels, giving each a wider knowledge of the syllabuses of other schools and a greater knowledge of comparative standards'.

The moral to be drawn from these and similar instances seems to be the familiar one, that working together on a specific, practical project is a particularly effective way of developing a true spirit of co-operation.

'Day-Release' from School to College

A type of practical co-operation which is directly related to the work of schools and colleges is to be found in places where schools send some of their older pupils regularly to a neighbouring college for a part of their course. Individual schools in various places have been doing this for years, usually for a half-day or a whole day a week. A school's reason for suggesting such an arrangement often stems from its own shortage of accommodation, e.g. for science, or the realisation that the college workshops have something to offer its senior pupils which it cannot itself provide. The number of such schemes which are now in existence is quite substantial, and a number more are being planned. Some schemes have been adopted deliberately on their merits, and not simply under the pressure of shortages.

An Authority's Scheme

An example of such a scheme in an elaborate form is provided by the authority, already mentioned, whose secondary modern schools are to offer five-year courses including, in the last year, release for one day or two half-days a week to the technical college. Six courses will be offered, in Engineering, Hotel and Catering and Food Technology, Agricultural and Horticultural Science, Art, Domestic Studies and Commerce. The following principles are enunciated in the scheme:

- (a) A primary object should be to make the student aware of the scope of careers to be found in each category, what qualities and qualifications are required for particular careers and how these can be achieved. In this sense it will be vocational guidance.
- (b) The content and approach should be such as to emphasise the importance of the general education which the students will be pursuing at school and to show how it is relevant to the careers they have in mind. In this sense the release should lead to a greater awareness of the importance of their general education.
- (c) It should give an opportunity in the technical college for students' aptitudes and interests to be ascertained, so that they might be more effectively selected for further education, both full-time and part-time, when they leave school. In this sense it should lead to better educational guidance and selection. It should be possible for students to be advised about and admitted to courses through joint consultation between the college and the school.
- (d) It should afford a first insight into the less formal and more adult atmosphere of the technical college.
- (e) These objectives should be achieved through the maximum of practical work which in itself will be relevant to the students' proposed careers and qualifications.

The authors of the scheme recognise interesting and important questions which need to be raised at the outset. They are asking themselves whether either the most able groups or the least able groups in the schools might feel deprived of the opportunity to begin to look beyond the school; whether the concentration of the vocational element in the work in the technical college might rob the schools of an important dynamic; whether the scheme might give the college an intolerable age-range and variety of courses; whether the schools can devise a common core of general studies which would be equally relevant to all the courses; and what effect such a scheme would have on the individual character of a school.

A School's Scheme

A girls' school, in another area, recently introduced a scheme of this kind, which first arose out of discussion between the headmistress and the college principal. He was ready to fit in with the school's aims and she was prepared to alter her timetable to fit in with college arrangements. At all times, both have been ready to modify the plan in the light of experience.

The first three years in school are given to general education. For the following three years the girls may if they wish choose to take a practical, academic, or commercial course. In the fourth year about a quarter of the time is spent on the vocational aspect of a particular course; in the fifth and sixth years the proportion is considerably increased, but in all years a broad education is the aim. Girls from any stream can enter the commercial course or the practical course. Choice is not irrevocable, but it is hoped that by wise counselling few changes will be necessary.

The practical course combines Catering with a course approved by the National Institute of Houseworkers. In the third term, each girl works in an approved institution or home for one day a week, and useful links have been established in this way with local children's and nursing homes. The pupils spend two afternoons a week at the technical college following a course in Trade Confectionery and Restaurant Service.

The commercial course is a clerk typist's course with a bias towards the retail trade. The college is to run two typewriting classes and one book-keeping class for this group.

The intention for the future is that fifth-year girls from all three courses shall attend classes at the technical college. The main reasons advanced by the headmistress for this policy are:

- (1) Expert tuition can be given in technical subjects and with good equipment by the college and at the level required by the adolescent.
- (2) Although the girls are younger than the students normally admitted by the college, they are successfully absorbed because they are still under school discipline.
- (3) *Active* experience of further education is of great value and should persuade many to continue their education after leaving school.
- (4) The girls feel they have added status as 'part-time' students in further education.

'For many girls', she concludes, 'further education remains a dead letter despite all we say. I consider that links made while still at school are vital'.

She notes, under the heading of 'problems which have arisen or which might arise':

(A) Lack of experience of F.E. staff in dealing with younger and less able girls (in general) than those to whom they are used. This could lead to discipline troubles or plain lack of communication between students and teacher. So far, any small difficulties which have arisen have been dealt with by the head and the principal jointly. As numbers increase this might be a bigger problem.

(B) The younger students have to be integrated into the F.E. establishment and to deport themselves sensibly. This has not been a problem yet. The fact that they are expected to behave as adults is a challenge and a stimulus to them. The typing group in particular has earned all-round praise for their conduct.

(C) Conflict might arise between the aims and methods of teaching in the two institutions. No problems have arisen on this score yet, mainly because of friendly prior co-operation and consultation.

Visits from Schools to Colleges

In the absence of projects such as the establishment of a local certificate examination or of part-time attendance by secondary pupils at technical colleges, which involve the creation of machinery for co-operative effort, very few approaches are made by school staffs to the colleges, and the number of visits which they pay to the colleges, with or without groups of pupils, is very small. It is true that colleges have their Open Days, but these are like Bank Holidays, isolated occasions on which one behaves as one would not behave during the rest of the year.

Are even these Open Days increasing in number? This seems doubtful. Yet when such visits take place they usually bring their reward. One headmistress, when her school first undertook work to G.C.E. Ordinary level, asked that her senior pupils might visit the college which they might later attend for courses in additional subjects at Ordinary level or in subjects at Advanced level. It was during this visit that headmistress and girls first learned of the excellent facilities afforded by the college for hairdressing, pre-nursing and the training of dental receptionists. The head of the women's department at the college has since maintained a close contact with the school, and each year several girls have enrolled in the department.

In one midland city, a college principal, after distributing the prizes at a school speech day, forbore to make the traditional request for a school holiday, and invited instead a group of pupils to spend a day at his college, including lunch. Since then, several things have happened. School heads have been invited to the college to see the work,

and many have asked that groups of pupils may be allowed to visit. Four other schools have now sent pupils for a day's visit, and the college has received a number of applications for full-time courses from the visitors. The principal is now considering a three-year cycle of visits, to cover all the local schools.

In a northern county borough, pupils from secondary modern schools visit the technical college in their last year at school. Some of the college's heads of departments arrange for them to do some interesting practical work during the visit. Another borough recently launched a pilot scheme for strengthening links between schools and the local college through the medium of visits. A school was selected which had about 55 summer leavers (rather more than 10 per cent of the school-leavers in the borough). These pupils were asked to complete a questionnaire about their academic and leisure interests and vocational ambitions. Their answers were interpreted as indicating that a high proportion of leavers were receptive to the idea of some form of continued study.

The full group was split into smaller groups on the basis of their answers and visited the technical college for half a day, during which they met the principal, the heads of departments and the youth organiser. They were in this way given a chance of learning how the college and the youth service could help them when they left school. The results of this experiment are being examined to see whether it is worth repeating and extending.

One school in a country area sends on a half-day visit to the college all those of its pupils who will shortly be taking the college entrance examination. A town in another part of England has a scheme whereby on four days each year parties of leavers visit the technical college for half a day each, accompanied by their careers masters.

Teaching Methods in School and College

Instances of close and spontaneous contacts between school and college staffs in matters such as teaching methods are also rare. It is hard, too, to find practices which indicate a realisation that pupils, when exchanging their school for a technical college, may find difficulty in adjusting themselves to new conditions, both inside and outside the classroom. The handful of examples which the Enquiry disclosed stand out in high relief. There is nothing particularly remarkable about them, and there is no reason why they should not occur to anyone. When they are introduced, they appear to yield dividends. The only mystery is why they appear so rarely. It is strange, for example, to read two reports from one and the same area, saying:

(a) *'a number of schools say that when their pupils begin their college courses they spend much of their first year repeating school work, and that the college staff have insufficient knowledge of the standard which good secondary modern pupils now reach'.*

(b) *'No account is taken in the schools of the teaching methods which their pupils will encounter on entering the college. One or two heads referred to the difficult period of acclimatisation during the first college term. In their experience, a number of their less able pupils are bewildered by the different technique. They suggested that, during the first term at least, teaching methods and class organisation in the colleges might be a little closer to those at school'.*

Not very far away, one school is trying the experiment of putting pupils who are considering further education courses in touch with former pupils who are now at the college. The headmaster is thinking, as a further step, of asking selected students to come to school meetings and talk to pupils about college life.

In another area, the chief fear of the schools is that their pupils will be seriously disturbed by the sudden change of method that they will encounter in the technical college. This fear was recognised by one college, where it was felt necessary to encourage greater mutual understanding of the teaching methods used in the two types of institution. A standing invitation to visit the college to discuss mutual problems was issued to the staffs of the contributory schools.

Examples of a different approach are given in other reports, which include the following statements:

(i) *'In one of the midland counties some schools help pupils by introducing them in a simple way to the teaching methods of further education. In the last year at school, pupils are taught to use their initiative, to plan their reading, and to make their own notes. One school follows the college timetable for a week with those of its pupils who aspire to a course of further education'.*

(ii) *'In a large southern town, members of school and college staffs visit one another's institutions and join in discussions about syllabuses, methods of teaching and the problem of securing continuity'.*

(iii) *'One technical college in a southern county is visited by a number of heads, who come to see the standards of work reached and how some of their work might be affected by the standards required by the college'.*

Grammar School—Technical College Relations

Most of what has been said in this chapter so far has referred to secondary modern schools rather than to schools with a selective

element, such as grammar schools, bilateral schools and comprehensive schools. Relations between grammar schools and colleges of further education give rise to particular problems, and it would be unhelpful to gloss over the difficulties here. The grammar school is an institution catering for pupils who have been selected for their ability to follow an academic course. The school's concern is that as many as possible should pursue their studies up to and through the sixth form which is 'the crown of the grammar school, almost its justification'.¹ It is not surprising that some grammar schools look with apprehension at institutions which offer enticing prospects to their 16 year-olds, including perhaps courses leading to Advanced level in a shorter time than those offered by the schools themselves.

In these days when something called 'adult atmosphere'—a phrase constantly used but never satisfactorily defined—is associated with colleges more often than with schools, and is regarded by boys and girls in their teens as an eminently desirable feature, the college is likely to seem to the grammar school an even more threatening neighbour than it would otherwise do.

Fears of this kind do not, however, provide the full reason for the seeming slowness of many grammar schools in establishing contacts with technical colleges. Attitudes formed in days when the situation was different and which have remained unmodified in spite of changed circumstances are responsible at least in some measure. Evidence comes from a number of places. The following passages are taken from three reports:

'The grammar schools, accustomed to think mainly of the universities as the next step for pupils who are continuing their education, are slower to appreciate the opportunities that exist for a large number of their pupils in the city's institutes of further education'.

'Grammar schools do not always realise the importance of technical education for an increasing proportion of their leavers'.

'For most heads, the value of close relationships with the college remains what it was when the college was a much less important institution. Their outlook is still mainly directed towards the universities'.

Yet in other areas the situation is changing. Something of a transitional stage is described in a report from a southern county, which says:

'Close contact between college principals and grammar school heads is the exception rather than the rule. Whilst some heads clearly consider that their main job is to build up sixth forms and others are suspicious of some of the work being developed in the colleges, espe-

¹ Frances Stevens: *The Living Tradition*, p. 75.

cially at Advanced level, more are becoming interested in the possibilities of further education courses for some of their pupils—particularly external degree courses and, to a lesser extent, Diplomas in Technology'.

In a northern county the situation has already developed further. Grammar school heads are rapidly becoming aware of college opportunities for their less able pupils and of opportunities in sandwich courses and colleges of advanced technology for their most able.

There is no room here for aspersions or recriminations. What is needed first of all is clear, accurate and complete information about opportunities in further education for students of all types, made available to, and brought to the notice of, all concerned. 'Those who use out-of-date timetables (to quote Crowther) may catch more trains than they miss, but they make some bad mistakes'. This information, for sixth-form leavers, will need to include references to opportunities of a national as well as of a local character. The second essential is that both schools and colleges should actively seek contacts which will enable them to develop understanding and respect for each other's functions and aims.

Promising Developments

A number of promising developments of this kind have occurred in various places; reports from these areas include the following statements:

'A technical college in one industrial city has during the last two years held one-day courses for members of grammar school staffs as part of its preparation for the launching of the new Diploma in Technology courses. Parties of school leavers from the grammar schools have visited the college and have received visits from the college staff'.

'In a small north-western town, summer schools in nuclear physics at the technical college have attracted grammar school masters from a wide area. The head of the college's chemistry department has given talks to grammar school senior forms and sixth forms have attended lectures at the college'.

'In a midland industrial city, the college of technology, through its concentration on advanced work, is succeeding in building good relationships with grammar schools. Two schools have sent sixth formers to spend three days at the college for an introduction to numerical methods'.

'In another midland city there is a maintained grammar school where the careers master is a part-time teacher at the technical college. Nearly all the sixth form leavers go to the university, a training college,

or a college of further education. This school has an interesting link with the technical college; about 12 boys each year spend half a day a week at the college as part of a course for those who have as their ultimate aim a Higher National Diploma, a Diploma in Technology, or a degree in engineering'.

Schools and Industry

The development of contacts between the schools and industry is a topic which has already been considered, in Section 1, where centrally planned conferences and industrial visits were described. The impression is that the efforts of many people and organisations, and not least of the schools themselves, are bearing fruit; the general picture seems to be one of healthy development, to which careers masters and mistresses, in co-operation with the youth employment officer, are making a very useful contribution.

In one southern rural county, youth counsellors are to be appointed to secondary schools. Their function will include that of careers master, and they will link the schools not only with the Youth Service but also with the Youth Employment Service, further education and industry. As an experiment, a northern borough has appointed to the staff of one secondary school counsellors who are responsible for giving groups of third, fourth and fifth year pupils advice on careers as well as on personal problems.

Even in a county which contains several rural areas we find that 'all schools lay stress on industrial visits by older pupils'. Most staffs in another county are 'well informed about the nature of local industries and the opportunities they offer. Nearly all schools have an annual programme of industrial visits; preparation and follow-up are often good and usually satisfactory'. Two schools in another area carry out a comprehensive programme of information and advice on careers, involving visits, talks by outside speakers, films and, in one school, displays of processes and products from local firms. Contact between heads and their schools in a northern industrial town with education officers of the bigger firms is very close.

Schools vary in the use they make of visits from industrial representatives; some welcome them as speakers to groups of senior pupils, while others rely considerably on their help at the Careers Conventions which are becoming quite familiar events in the secondary school year.

Two somewhat unusual instances of co-operation between schools and industrial firms may be of interest:

(a) One southern school sent selected boys during their last term to work at a particular factory for a limited period. This, it is claimed,

helped the boys to see if they wished to become apprenticed with the firm, and enabled the firm to assess the boys' capacity.

(b) One North of England firm has adopted the policy of recruiting apprentices from boys who have remained at school for a full four-year course. At the interview before Christmas, suitable boys are told that they can have an apprenticeship if they stay on at school until the summer. This is intended as an interim measure, and the firm will gradually introduce boys to the idea of staying on for a full five-year course, so that they can be recruited at 16 plus.

Schools and Parents

From all quarters come reports testifying to the vigorous efforts and elaborate plans of many schools in seeking to establish close and easy contacts with the parents of their pupils. At the same time it is apparent that wooing parents is a difficult and delicate business, and an unending pursuit.

Schools are clearly divided into two groups, those which prefer to operate through a formally constituted parent-teacher association and those which prefer a less formal pattern. Both approaches can be effective.

One midland city presents a typical picture. The report says:

'In some secondary schools the arrangements made for keeping in touch with parents and securing their co-operation to ensure that the pupils will make the best use of the educational facilities available (up to 16 years and beyond 16) are quite excellent. In the majority of schools they can be regarded as satisfactory. In the best schools, most, or all, of the following arrangements operate:

(a) *Parents are met—usually in two groups—when pupils enter the school.*

(b) *Regular parent-teacher association meetings are held (in some cases a formally organised Association, in others just ad hoc meetings).*

(c) *The school meets parents one 'year' at a time, each year. At these meetings all the members of the staff are present. The careers master is often the member of the staff of whom most enquiries are made.*

(d) *Usually during the third year a special meeting is held at which the headmaster, assisted by the careers master or an outside speaker, deals with the questions of future employment (and courses leading to this) and draws attention to the courses available at the further education colleges. Parents are directed to the careers master and senior tutors for individual discussions about their problems, and to receive more detailed information.*

(e) *Interviews are arranged with the youth employment officer. At one school these take place in the evening. Interviews are at half-hourly intervals so that the process may go on for as long as a week. All pupils bring parents, often both.*

(f) *Open Days and Open Evenings are held annually.*

(g) *Careers Conventions are also held annually.*

The response from the parents has been most encouraging.'

From a midland county which is predominantly rural comes the following report:

'The schools' contacts with parents vary widely. A few have parent-teacher associations, but most of them rely on open days and individual and collective invitations to parents. Parents are in the main kept closely in touch with the work of the school and the possibilities of further education. One school, with a wide catchment area, organises regular parent-teacher meetings in the contributory villages, and the staff go out to meet the parents. Members of this school's staff also visit the homes of new entrants. The result is seen in the remarkable loyalty and co-operation of the parents. All schools offering extended courses arrange for the parents of pupils who may take them to come and discuss the content and purpose of the courses. Careers masters are in general patient and diligent. Parents are put in touch with colleges of further education when necessary'.

Particularly encouraging features are the efforts made and the results achieved by schools in country areas where communications are far from easy. The account which follows comes from one of the most remote and rural counties of England:

'All except five of the thirteen modern schools concerned in this enquiry are new, and all serve rural areas. They are, therefore, very much concerned with the problem of close contact with parents. In every case contact is good, and in some cases excellent. Methods vary, but most schools begin with an evening meeting near the end of the summer term, to which the parents of all new pupils who will enter the school in September are invited. In some cases the prospective pupils are also present. This meeting is nearly always held in the secondary school, but in three cases the headmaster or headmistress goes out to the villages and meets parents and pupils in the village schools. The whole range of administrative and educational matters is discussed. In some schools exhibitions of work are put on for parents to see. All members of the staff are present. After the meeting, the head and staff are available for personal discussion. All schools, without exception, lay great stress upon the importance of further education, the fact that school is not an end but a step, and that the college of further education should be the goal for many pupils.

Every year, at each of these meetings, some parents whose children did not secure entry to a grammar school, express their anxiety. Their first question is how to secure admission to a grammar school. The second, what can now be done for their children? This gives a good lead for heads to show that the opportunity still exists, but by another channel. Most schools can now point to examples of former pupils in good professional posts, who travelled via the college of further education. Most heads now report a slight lessening of this anxiety. By the time their children enter their secondary course, most parents are fully aware of the further education opportunities which exist, and some have already decided to take advantage of them'.

This is such an important problem that it is worth quoting the report in some detail. It continues as follows:

'None of these schools has a formal parent-teacher association, but all maintain good contact through Open Days, exhibitions, plays, Speech Days, Sports Days, and other events of this nature. Some have more formal meetings from twice to four or five times during the course. One boys' school is worth mentioning in more detail. The pre-entry meeting, which is attended by 90 per cent of the parents, and includes the prospective pupils, is a most useful occasion. This is followed by three or four meetings each year, each one concerned with one age-group. Sometimes there is a meeting for first-year pupils, but the usual pattern is one for the second, third and fourth years. At each of these, in addition to routine school matters, the question of further education, careers and jobs is discussed. The head and staff are available afterwards for personal consultation and discussion. At the first-year meeting, there is always anxiety about the grammar school. This has disappeared by the second year, although there is still a further chance for admission at 13 plus. The head also discusses with parents the opportunities for day-release in the small local industries. In point of fact, he has been largely responsible for persuading a number of small employers to give day-release. The principal of the college of further education and the youth employment officer have talked at some of the school meetings. Much is made of the success of former pupils who have passed through the college. This particular headmaster runs a very successful youth club and evening institute at the school, and is in very close touch with both young people and employers. Parents come to the school for personal consultation very frequently'.

It is not easy, as one report from the North-West reminds us, to see all this from the parents' point of view. This report goes on to say, however:

'Many examples could be quoted of the care and thought that are given to approaches by individual parents to the schools and the divisional executive officer. The youth employment officer is available to

parents on one evening each week. The attendance of parents at school interviews is very good, and at one secondary modern boys' school the interviews are held in the evening so that fathers will have a better opportunity to attend. There are few parent-teacher associations in the schools, but most schools—and especially those in new buildings—have a number of functions during the year to which parents are invited'.

Parental Response

Some reports strike a note of warning. *'The parental response to these opportunities'*, says a report from the North-East, *'varies greatly from school to school, and in some areas parents are more inclined to apply directly to employers, often maintaining a family connection with one firm and 'speaking for' the boy or girl. This system of paternalism in the firm, though not without its value in human relations, sometimes leads to misemployment, including under-employment of able young people'*.

At one of the secondary modern schools in a south midland county which has a parent-teacher association, the principals of the two colleges of further education, the youth employment officer, the apprentice training officer at a local firm and other employers' representatives have addressed parents at various times in the past two or three years. The headmaster of this school says he is 'always amazed that in spite of talks, careers evenings, press advertisements and leaflets, 'the parents still don't know'.¹ Another headmaster in the same county says that of his parent-teacher association meetings the careers evening, to which he brings a panel of experts, is always the worst attended.

A final reminder that this is a problem fraught with difficulties is given by the report from one of the Home Counties, which says:

'Many schools invite parents to functions at suitable intervals in their child's time at school. If these functions are no more than a lecture from the head, couched in academic terms, their value is small. But if, as often happens, the head is a person of sympathy and understanding who has taken the trouble to reduce his ideas to a short, simple talk, couched in terms that the rank and file of parents can understand, then the value of such meetings is great. Ample time is allowed for questions, and the opportunity to mix informally with the form teachers and other members of the staff is often encouraged to the full.'

As in so many things, much depends on the personality of the head, but even so, with the best of heads, it must be remembered that on the

¹ See *The Guardian* article of 1st February, 1962, 'Education and the Working Class', giving an extract from 'Education and the Working Class' by Brian Jackson and Dennis Marsden (Routledge, 1962).

whole parents are diffident about approaching the school and that there is consequently an impelling need for the school to take the initiative and actually approach the parents, rather than by default to leave the parents to approach the school.

Even the kindest and most gentle of heads often fails to realise the awe he inspires in parents, and there must be many a head complacent in the feeling that he knows 'all the parents and their problems', when in fact the truth is very different'.

3. Approaches by the Colleges

The 15 or 16 year-old who is about to leave the sheltered harbour of school and venture out into the world of work has reached a critical moment which will test all his resources. He will continue to need the advice and support of wise and friendly adults, who can help him to develop self-confidence and can equip him with knowledge on which to base his choices. He will have learnt something about the world of work in several ways in school, and particularly from his careers master and from the youth employment officer. The latter will probably have helped him to his job, and pointed to the opportunities for further education associated with that job.

But now that the actual moment of change has arrived, questions which may not have seemed to concern him much hitherto become urgent and important. He may want to know what conditions in industry and commerce are really like, what help he can get from further education in its various forms, and what social and recreational activities are open to him.

His needs are most likely to be met in areas where close co-operation exists among all those people who have useful advice to give him. In one north-western county borough, for example, a very strong link has been established between the youth employment committee and the education authority since school heads, the technical college principal, the chief education officer and members of the education committee all attend the youth employment committee's meetings, at which both sides of industry are also well represented.

Such co-operation at committee level can lead to arrangements such as those to be found in one of our east coast towns. Here, the principal and the heads of departments in the technical college work very closely indeed with the youth employment officer, who is 'as well known in the College as the staff'. The principal has given him complete freedom of access, and the youth employment officer uses this privilege to the full. It is, the report says, 'an extraordinarily good arrangement, which works very well indeed'. The youth employment office will eventually be housed in new premises on the site of the college.

Introductory Courses

To help boys and girls at this moment of transition various introductory courses have been devised and staged. In one rural county, for example, 16 per cent of school leavers attend two-day residential courses aimed broadly at preparation for adult life, and providing useful guidance about vocational and non-vocational opportunities. The county youth officer organises three such courses annually, each for 40 students, and they are over-subscribed.

In a northern city, two introductory courses were held in June 1961. The first, attended by about 50 secondary modern school leavers, lasted two weeks and was held at the technical college. The boys (this pilot course concentrated on boys interested in engineering) spent periods in each of the specialist rooms, received talks on courses appropriate to various trades and their prospects, and also answered some basic questions to test their English and mathematics. In fact, many boys received indirect guidance hitherto lacking, or at best explained briefly, on several aspects of industry and their future.

The second course, also lasting two weeks, was for grammar-school sixth formers. A science group of twenty-four attended the college of art, and an arts group attended the technical college. Most members of this course had already decided what their future work was to be, but they appeared to appreciate the course.

In a midland town, an experimental course was held in July 1961, for summer leavers from grammar or modern schools who had already obtained employment in engineering and related occupations or wished to do so. The general purpose of the course was to explain the various further education courses available and 'with the assistance of various firms to give a helpful introduction to working life'. School staffs were invited as observers.

Induction Courses in Agriculture

Induction courses seem particularly common in the field of agriculture. One midland county runs two courses annually, each lasting a week, one for boys and one for girls, at an institute of agriculture, and accepts students from a neighbouring county. Another stages five-day residential 'Learning from the Land' courses at a farm institute, to which about 12 per cent of the secondary modern school leavers go. A full account comes from one north-eastern county and may be quoted at length for its general bearing on problems of relationship between a further education establishment and the schools in its area. It reads as follows:

'This is an agricultural county, and to provide technical education for the agricultural population the farm institute opened in 1954. For some time before the buildings were completed a campaign to arouse interest in agricultural education was conducted throughout the county and the schools were included in this. As a result, the institute opened in its first year with a full complement of students. Since then the links with the schools have developed and now some 80 per cent or more of those attending the full-time course are already known to the staff, either from contacts in schools or in day-release courses.

Contact with the school is maintained in a number of ways:

Teaching in schools by farm institute staff: Four secondary schools are visited by institute staff on a regular teaching commitment and occasional visits are made to about twelve other schools. A syllabus of instruction is drawn up jointly between the school and the agriculture lecturer and the teaching is supplemented by visits to the institute and to local farms. Beekeeping and horticulture staff also maintain a liaison, but these subjects are of less vocational significance in this area.

Residential courses for school pupils at the Farm Institute: Two courses each lasting a week are held each year. Competition to join them is very keen and the heads select pupils for them on the basis of their year's work.

Day visits to the Institute: There has been such a demand for school visits that access to the institute has had to be restricted to special visiting days in which the institute students participate. Some 1,500 pupils spent two hours each at the institute in 1961.

Advice on Careers: The institute staff play a very active part in this work in close co-operation with the youth employment officer. Nearly all the secondary schools are visited for talks to school leavers and parent-teacher associations. The youth employment office provides the institute with the names of all school leavers entering agriculture and as many as possible are visited at home with the object of enrolling them in day-release classes.

Relationship of the Institute Staff with other F.E. Establishments: A number of day-release centres are established in the county, always based on an institute of further education which in practice is often housed in a school building. The farm institute staff usually assume responsibility for the syllabus and teaching and the further education institute for enrolment and other administrative procedures.

As a result of this structure every school boy and girl has early access to information about a career in agriculture and a chance to make contact with the subject. There is a clear road to the full-time course at the institute and beyond to higher forms of education. The farm institute

staff and school staff can follow the pupil's progress along this road and guide the individual according to his needs.'

Induction Courses in General

An induction course may well help to solve other problems which all school leavers will meet when moving out into the world of work. As well as learning to find their feet in an adult society of which they have had some experience while still at school but which they now enter with a different status, young school leavers who are not going to continue their education as full-time students have one and perhaps two further adjustments to make. They have to accustom themselves to being members of the staff of a particular firm, and this may involve fitting into a close society, perhaps large perhaps small, with conventions and standards of its own. If they enrol as part-time students at a technical college they are joining yet another society, resembling their school in some respects, but sufficiently different to challenge their powers of adaptation once again.

Considerations of this kind prompted the Crowther Committee to devote a section of its report to full-time induction periods, and to write as follows:¹

'It is widely recognised in industry to-day that an induction period has great value. It gives the boy or girl straight from school time to take his bearings in the factory, to see something of the purpose of the whole and, therefore, the purpose of the part he is to play. It offers an opportunity to meet some of the major figures of the concern. It provides for careful briefing about such important matters as pay packets, welfare, safety precautions and the many things that are soon second nature, but which to begin with are bewildering and confusing. A similar induction period to the technical college would be of great value. If the college is to be more to the student than just a series of classes, it is necessary for him to be properly introduced to it, to get to know it as a society, and a society with a purpose, in the same way that he knows the works in which he is employed. This takes time; and it is time which is missing under the present conditions of part-time study. These conditions are not, however, immutable, and we think they should be changed.'

A Particular Instance

One college of further education in the North-East, with a student body drawn largely from one local firm, organised a month's course of this kind for forty students as an experiment. The course was conceived as providing opportunities to

¹ Crowther Report, Vol. 1, para. 541.

- (a) *Make the students aware of the further education routes which would eventually enable them to secure a technical qualification for the industry into which they had been recruited;*
- (b) *Enable students to be aware of the past, present and future methods of steelmaking;*
- (c) *Relate the two subjects science and steel, and co-ordinate college studies with the students' everyday work;*
- (d) *Show the importance of mathematics in industry, mathematics as a language, methods of approach and layout to be used in dealing with mathematical problems, and the relation of mathematics to other academic subjects;*
- (e) *Show the vital importance of English in industry, as a means of communication, as a vehicle of research, and as a cultural antidote to a technological age;*
- (f) *Illustrate the importance of technical drawing in industry, the understanding and use of orthographic projections, and the production and reading of blueprints;*
- (g) *Demonstrate the fundamentals of science and their application in industry, e.g. transference of heat, radiation, convection and conduction;*
- (h) *Explain the aims and responsibilities of workers at all levels, the role of management and of trade unions;*
- (i) *Enable students to enjoy some purposeful physical activity.*

A number of staffing problems arose, not least because the induction period for the purposes of the experiment was counted by the firm as part of the normal operative training, and therefore involved no cut in day-release. These and other problems were solved by the close co-operation of college and firm, with help from the local education authority.

In the course of English periods stress was laid on the importance of sound methods of personal study, e.g. note-taking, correct use of students' files, and the use of reference libraries. Use was also made of techniques other than those of class teaching. In this connection, a passage from the report of the experiment is interesting:

'The formal class periods were not the best vehicle for making students aware of the further education routes available or for explaining the aims and responsibilities of workers, the role of management and the functions of trade unions. There remained the additional aim of so conducting the course that the students would associate themselves with the community life of the college and have such contacts with the teaching staff as to inspire a degree of confidence which would enable them to approach members of staff with the small personal problems which would inevitably arise both in their attendance at the college and in their

everyday work in the firm. In order to obtain this personal contact between students and staff, the tutorial system was introduced whereby each teacher participating in the course acted as tutor to a small group of students.

During the course the main item for discussion was the importance of further education in relation to the students' future type of employment. The staff reports indicate that there was quite an abysmal lack of knowledge of what was required for the various courses. It was felt that apart from the actual technical information given, the tutors were able to show that for even the students of limited academic attainment there was a graduated system of courses whereby they could achieve an operative qualification which would stand them in good stead in the future.'

The report adds in another passage:

'There is little doubt that the advantages of a tutorial system as set out above can be augmented by an extension of such a system to the whole of the college.'

The college hopes that it may include a month's full-time induction course as part of its normal provision. That the advantages of such courses are many is shown, in the words of the report, from:

- '(i) The response of individual students during the experimental course;*
- (ii) The clear picture that the students must have gained of the relationship between the college courses and the industrial processes;*
- (iii) The easing of college problems in regard to methods of study, whereby individual students were able to make a good start and knew exactly what was demanded of them when they began part-time day classes;*
- (iv) The more accurate assessment of the students and their ability.'*

This last point, about the more accurate assessment of students, finds an echo in the report from a midland city, which reads as follows:

'In general, enrolment of new entrants is concentrated into one week but although administratively well organised, the college is not complacent about the resulting gradings. However, last month, with the initiation of twenty-one separate one-week induction courses spread over five weeks, it has been possible to review and correct most of the errors of enrolment gradings.'

Admission to College and Enrolment Procedures

This leads naturally to a consideration of conditions for admission to further education courses, and of enrolment procedures. It is

necessary to consider separately the enrolment of full-time students, of part-time day students and of part-time evening students.

Admission to full-time further education courses is often based on performance in a college entrance examination, usually in English and Arithmetic, but sometimes in other subjects as well. In some areas, passes in a local school-leaving certificate examination are accepted. For some advanced courses passes in certain subjects in the General Certificate of Education are required. Because G.C.E. examination results are not known until just before the beginning of the college's session provisional places are sometimes allotted on the basis of interviews and heads' reports—an unsatisfactory procedure. Heads' opinions are taken into account, but are usually only decisive in the case of students on the border-line.

Enrolment of Full-time Students

Procedures for the enrolment of full-time students are often completely satisfactory, as the following quotations from reports show: *'Any students leaving the secondary schools and hoping to enter the college for a full-time course are interviewed a term and a half before they actually leave school. In the last term at school they are interviewed at the college by a special board consisting of two teachers and the principal of the college. This board considers an applicant's complete school history, his reports, his intelligence quotient, and his headmaster's confidential recommendation. All full-time students are interviewed on dates well away from the part-time enrolment at the college and when accepted they come into the college for one day to meet all the staff and discuss the various timetables.'*

'Practically all full-time students are interviewed by the college before courses begin, which usually means before they have left school, and some use is made of school reports at these interviews.'

'From observations made during the recent enrolment period it was found that for full-time and part-time day students ample time was given to each student to enable him to discuss the course he required. Many full-time students had actually enrolled during the preceding term while still at school, having passed the entrance examination where necessary and been interviewed.'

'There is useful contact at the college at enrolment time and during the preceding term between the college's catering and business studies departments and school staffs concerning the selection of students for the college's full-time courses; and the principal visits the schools.'

Enrolment of Part-time Students

Arrangements for the enrolment of part-time day students vary in

their effectiveness. The extent to which such students enrol at all is largely a matter of decision by the firms that employ them; indeed, it is not nearly well enough known that the first step which most school leavers must take is to find employment with a firm which is prepared to regard the taking of further education courses as a proper part of its training scheme.

It sometimes happens that part-time students are interviewed at their place of employment. An instance is given by a report from a north-western borough, which concludes in this way:

'Finally it is worth noting that the college, over a number of years, has developed very close links with local industry. A good deal of the enrolment for some of the departments of the college actually takes place in local works and sometimes follows an interview of the student by a member of the college staff at which the works training officer is present. Most certainly, if links with the schools could be even half as strong as those with industry, they would be extremely good.'

From a southern district comes an account of a procedure for enrolling part-time day students which has just been introduced by the technical college. Groups of about ten students are taken at a time and each student is interviewed by a panel of four members of the college staff who have before them an assessment from his school, set out on a standard form. As a result of this interview students are allocated to the various courses.

Enrolment of part-time students, particularly of part-time evening students, is often carried out under extreme pressure and is far from satisfactory. Of one college we are told that enrolment procedure for part-time day and evening students allows sufficient time for careful allocation of entrants. Every student is interviewed on the day of enrolment, when the large assembly hall is arranged with tables in various positions. Most members of staff are on duty and a most orderly system of interview and enrolment is carried on, even when under severe pressure.

But a picture of this kind is balanced by several accounts of enrolment days when college staffs are swamped by the number of applicants and cannot possibly give adequate attention to individuals. This is leading some colleges to alter their arrangements and in particular to devote more time to enrolment. One north-eastern college, for example, has recently made a generous extension of the time available for assessment of students and allocation to courses, and has also been able to group students within the courses according to ability.

In an east coast college the enrolment procedure allows enough time for adequate attention to individual full-time students, but it is

felt by the college that there is room for improvement in the enrolment of part-time students. In July 1961, the college made a provisional enrolment of practically all part-time students for the 1961-62 session, and this is said to have been a success. This college enjoys close relationships with the contributory schools.

The principal of a technical college in a midland city plans his enrolment so that it proceeds throughout the summer months. Weeks before the new session is due to start more than half the students are already enrolled. The grading of new students is said to be effective.

Information about College Entrants

Colleges vary considerably in the extent to which they make use of information about individual applicants supplied from their schools or from other sources. Three illustrations may be useful of ways in which some colleges help themselves to learn more about individual students.

The principal of a college in the North-West regularly meets the secondary modern heads and discusses all 16 year-old leavers with them so that when they arrive at the college he has complete information on them. This college, on the other hand, finds considerable difficulty in allocating 15 year-old leavers to appropriate courses, and will clearly have to extend its discussions with the schools to include 15 year-old as well as 16 year-old leavers.

A college in the far North has introduced an elaborate system of co-operation with the contributory schools. Each school forwards a standardised report on students enrolling at the college. This indicates ability on a five-point scale in mathematics and English and contains a note on any particularly outstanding characteristics which the student may have. The reports are used in association with entry tests, employers' assessments and interviews for initial placing. Reviews of progress are held regularly throughout the first term and students are advised to transfer to more suitable courses where necessary. The system is apparently yielding dividends.

A third college, in a north-western industrial area, does not require entrants to hold paper qualifications, except in the case of the secretarial course, where G.C.E. passes are needed. Where the standards achieved by a contributory school are known, the college accepts its pupils as students without question. The enrolment procedure has been much improved over recent years. In the case of full-time courses it is normal to hold an entry test in English, arithmetic and general knowledge, followed by a personal interview. Where, however, the college has close working arrangements with a school, and the stand-

ard is known, the head's report and the pupil's internal examination records are accepted without further testing. This applies to about half the schools in the area.

Need for Close School-College Contacts

The importance of really close contacts between colleges and schools is underlined by the following two general paragraphs taken from one report.

'Performance in entry examinations, particularly in English, and heads' reports are often found to be at variance with the standard of work of the students in their further education courses. This is a fruitful source of suspicion and bad feeling on the part of further education teachers in their attitude to schools. Such variances are in many cases capable of a simple explanation. Pupils at school are accustomed to use words in the English lesson in a certain context. Time and opportunity do not allow them to familiarise themselves with those words and sentence structures in different circumstances for the day-to-day purposes of communication. Many teachers of English do not appear to appreciate that most of their pupils have no experience of a great deal of the content of an English lesson outside the classroom in which it takes place. Pupils will reach a reasonable standard in the type of test to which they are accustomed. When the same material is presented to them in the unfamiliar world of, for example, business, particularly when they are grappling with the new and difficult subjects of shorthand and typewriting, their grasp of their own language is revealed as shallow-rooted. This may explain why so many teachers of English in schools are convinced that further education teachers exaggerate deficiencies in spelling and vocabulary of their pupils who have passed from school direct to full-time courses of further education. Something similar happens in arithmetic.'

'A better appreciation of the problems of transition from school to further education in the field of learning can best be established by the interchange of teachers. In some cases, pupils could spend one day a week, in their last year at school, at the college of further education. Part of the teaching during the other four days in school might be done by further education teachers, while school teachers replaced them in the colleges. In some areas this would not be possible, but in some way or other, further education teachers ought to be given direct experience of teaching in schools, and school teachers of teaching in colleges. If this were arranged, there would be a better understanding between two bodies of teachers, at present almost wholly cut off from each other yet both charged with consecutive stages in the education of boys and girls.'

Approaches by Colleges to Schools

What is being done by technical colleges to foster close contacts with the schools and to come to grips with the educational problems associated with the transition of students from school to college? We must in fairness recall what was said in Section 2, page 17, in a discussion of approaches made by the schools:

'Very few approaches are made by school staffs to the colleges, and the number of visits which they pay to the college, with or without groups of pupils, is very small.'

The process of making advances with a view to establishing links is more difficult for colleges than it is for schools in so far as a college draws students from a wide catchment area which includes many schools, not necessarily all maintained by the authority which maintain the college. The college whose students come from 187 villages, 60 of them more than 25 miles distant and some of them over 50 miles, draws from an unusually extensive area, but most colleges will look to a number of schools for their students and many will draw from an area which has its remote rural districts. In such cases it is clearly impracticable for the college staff to know at first hand all the schools in the area. Nevertheless it is important that they should visit a number of schools (not necessarily the same ones each year) and get to know something of their aims, outlook and methods. One of the encouraging results of the Enquiry has been the number of instances revealed of initiative overcoming difficulties that might well have proved too great a deterrent.

Visits of College Staffs to Schools

Visits of college staffs to schools have been mentioned incidentally in earlier passages; a few further references to such visits may be quoted from reports:

'Members of the college staff visit schools, either by invitation or request; this also applies to schools in the county area. Where changes are being made to existing courses, or if new courses are projected, the heads of departments concerned are given authority to visit schools and outline the position.'

'Some of the principal's weekly meetings with heads of departments will be used for visits to schools and to industry, with the aim of deepening and widening contacts.'

'The older pupils, who are being prepared for Advanced level papers, and their teachers are invited to the college; the staff of this college are willing, within limits, to visit the schools to talk to sixth forms.'

'Pupils who are due to leave at Christmas or Easter are allowed to

enrol in evening classes, and the principal of the college, with about 30 of his staff, went round the schools to interview and assess the candidates and to make clear, in consultation with the head, what was involved. This particular operation was felt to be highly rewarding.²

'College staffs have been invited to pay school visits to assist with teaching method, particularly in engineering drawing, science and handicraft. The college is arranging for a teachers' discussion group.'

'An excellent contact between the technical college and the secondary schools of the area has been built up by visits from the college's heads of departments. Subsequently there have been joint meetings at which such varied topics as county awards, the content of full-time clerical courses and conditions for entry to the nursing profession have been discussed.'

Choosing Teachers for New Entrants

'Students often find the transition from school to college is something of a shock, both socially and academically', says one report. Mention has already been made of the need to prepare school pupils for the kind of teaching and learning situations that they will meet when they become students at a technical college, and of the need for school and college staffs to consider teaching methods together. In this connection the valuable part which can be played by school masters and mistresses who have experience as part-time technical college teachers has not been overlooked.

A great deal still remains to be done about these matters, though some promising practices have been quoted. Mention should be made now of some colleges which make a special point, wherever possible, of allocating experienced staff to classes of new entrants. This is usually difficult to do for the teaching of technical skills, partly because some of the teachers of these, though good craftsmen, have scant knowledge of educational philosophy or teaching methods.

In one south-eastern college it is the principal's policy that all his staff shall attend a course of teacher training. Two-thirds of the staff have already done this. Some members are released to schools for specialist teaching; this has many advantages and does much to consolidate the good understanding and excellent co-operation which are observable between the college and the schools in the area.

Some sort of tutorial system in the college is clearly worth considering, if transition from school to college is to be made as smooth as possible for the students. One instance of such a system has been quoted in some detail. The number of colleges experimenting with an arrangement of this kind seems to be increasing steadily.

² This has been quoted earlier, in another context (Section 1, pages 5-6).

Winning the Schools' Goodwill

There are a number of practices by which a college can win the goodwill of its contributory schools, sometimes at the cost of little effort. One sphere in which this can happen is that of the publicity material which the college publishes about its courses. Such material is the subject of a separate section (Section 5) which will be found later on in this report.

Colleges which, when recording their students' successes, are careful to include the names of the schools from which they came earn the goodwill of schools by this act of courtesy. The sending of information to the schools of the progress made by their former pupils is not only an encouragement but a way of helping them to increase their efficiency; from the point of view of the college this is enlightened self-interest. A few instances may be quoted:

'The college of further education keeps schools posted on the progress and examination results of their former pupils and on the appointments they gain.'

'The principal of the college discusses, after about nine months, the progress of all the full-time students with their previous heads.'

'The college sends news of ordinary national and higher national certificate successes to the schools (but more definite administrative channels are needed through which knowledge of this kind can pass in both directions).'

'The college principal and the youth employment officer speak at school parents' meetings. Much is made of the success of former pupils who have passed through the college. The results of the students' work in the college courses are sent to the schools.'

'At the annual meeting between the college principal, college heads of departments, secondary modern school heads and senior assistants, L.E.A. organisers and the C.E.O. there is a discussion on the progress of each student following an end-on course. The heads like to hear about their former pupils.'

An Instance of Close Co-operation

An outstanding degree of co-operation between a college and the local schools has eased the situation during a difficult transitional period in one of our northern cities. The report includes the following points:

(a) *All G.C.E. Advanced level physics, except for that studied at the boys' grammar school, is handled by the college.*

(b) *Technical drawing in an adjacent school is staffed by the college.*

- (c) *One school uses the college woodwork shop for six hours weekly by day. The college, in its turn, uses both specialist and general rooms in the school in the evenings.*
- (d) *The college provides accommodation and staff for domestic science teaching for another school during three mornings a week and also specialist provision in shorthand and typing for two and a half days.*
- (e) *The only free periods in the college gymnasium, five hours, are used by a third school.*
- (f) *The college hall is used by the grammar school for G.C.E. examinations during the Autumn term.*
- (g) *The schools have been generous in allowing the college's large and active students' association to use hockey pitches and tennis courts.*

The appointment of school heads as college governors and of college principals as school governors can help to foster understanding and co-operation, though much of course remains to be done by the staffs of the institutions through day-to-day contacts.

Colleges and Parents

There must be considerable variation in the extent to which parents of college students come to know the institutions where their children attend, and the staff who teach them. The college may be much farther away than the school and, through no fault of its own, may seem far less inviting—and indeed rather forbidding—to the diffident parent. Colleges hold their Open Days just as schools do. In Section 2 the question was asked whether these occasions were becoming more frequent in schools or not and no certain answer could be given. No answer can be given about the frequency of Open Days in colleges; but whatever the truth may be, there can be no doubt of the need for colleges to develop as good public relations as they can, and give active encouragement to parents to come and see for themselves what the colleges have to offer their children. Any doubts that existed about the extent of parents' interest must surely have been dispelled in most places by the success of Commonwealth Technical Training Week.

In one of the Home Counties the general impression is that most parents are keenly interested in the progress made by their children at the college, although there is often very little link between college and parent once the student is enrolled. This is particularly true of part-time courses. The report says:

'Parents' views are often stated when they attend the interview at the time when the student is accepted for a full-time course and heads of departments usually explain the alternative courses available. The

principal and heads of departments hold themselves available to meet parents usually at times convenient to the parents, and often the members of staff who know the student best manage to be there. At one college a parents' evening is held at the beginning of each college year when parents can meet members of staff and discuss with them the courses in which they teach. Open Days, such occasions as Commonwealth Technical Training Week and Prize Days give further opportunities and private interviews are arranged.'

Various Approaches to Parents

Opportunities are provided at a college in a north-western industrial area for parents of existing and prospective students to visit, inspect the work and meet the staff on the annual Open Day. These occasions are generally very heavily attended and specially prepared leaflets are distributed to the parents. In addition, meetings with parents of potential students are held in July for discussions about the opportunities provided by the college courses.

Other features may be mentioned briefly, such as the series of Careers Days held by the further education establishments in a north-western borough, with an enquiry desk intended especially for the use of parents in search of information, and the visits to a college in a neighbouring borough which are organised by the parent-teacher associations of various contributory schools. To provide as much information to prospective students as possible, one college recently made a film dealing with all its work. The commentary was made by a student, and the film gave a good picture of the day-to-day work and social activities of the college. This film is now available for showing at any parent-teacher association meeting and to all school leavers in the local schools. Both the technical college and the college of art in the town are open to the public for two days each year, and there is always a very large number of visitors on these occasions. In 1961, the visitors were able to see the work of all the students and were also given a lecture at which the college film was shown.

There is clearly a need to try various ways of developing closer contacts between the colleges and the parents of students or of prospective students. Open Days are excellent institutions and the public response to them shows that they should be regular features. It is important also to persuade individual members of the public that they are welcome whenever they wish to visit and make an enquiry about the courses which a college has to offer or about the progress of their children in their studies.

4. The Position in Wales

The Welsh Background

Prior to the Second World War, facilities for technical education in Wales were very scant. In 1938, there were five major technical colleges and a dozen or so mining and technical institutes. The former provided full-time and part-time courses but the latter served as junior technical schools during the day and afforded facilities for technical classes in the evenings. Vocational day-release courses were very rare and those who wished to pursue courses in technical education leading to qualifications which would further their vocational opportunities would normally attend evening classes for up to three evenings a week at one or other of the above-mentioned establishments. There were, in addition, large numbers of evening classes of a non-vocational character conducted in a variety of places such as schools and chapel vestries.

Wales can now offer in its local and area technical colleges, its regional technical college and its college of advanced technology, a range of courses that should satisfy the demands of industry and commerce and the aspirations of its sons and daughters who seek to further their technical education to the highest level. Apart from one or two areas which are sparsely populated, there are establishments of further education conveniently sited to meet the needs of most for day and evening courses.

In Wales approximately one secondary pupil in three obtains a 'grammar' type education, and a high proportion of leavers go to institutions of higher education. Separate secondary technical schools were comparatively recent developments and did not always succeed in winning a secure place in the system. In recent years many of them have been absorbed into grammar-technical schools.

Arrangements made by Local Education Authorities

The most common method used by local education authorities to inform schools of the facilities available for the further education of school leavers is to forward them copies of technical college prospectuses. Although these give, in catalogue form, the courses available at the respective colleges, they can be of little value in helping to form a link between schools and colleges unless the heads who read

them are familiar with the present pattern of further education.

A few authorities publish booklets designed to give school staffs, pupils, parents and the general public information about all local opportunities in further education. These list the types of course available and indicate the purpose of each and the entry qualification required. The possession of such a booklet in addition to a copy of a college prospectus enables a head or a careers master to offer suitable advice to the school leaver.

There is no evidence to suggest that regular meetings or conferences are convened by any local education authority at which staffs of schools and technical colleges can meet to discuss common problems. After the publication of the White Paper *Better Opportunities in Technical Education*, some authorities arranged meetings of secondary school heads at which the principal of the local technical college described the new pattern of technical courses.

There is much that could be gained from joint meetings of school and college staffs, not the least being that such discussions could bring to both staffs an awareness of the importance of the continuity of the pupil's education as he moves from school to college, both as regards subject-matter and teaching methods.

Most authorities, through their Youth Employment Service, organise Careers Conventions. These are usually held in the evenings at secondary schools, when representatives from industry, commerce and the professions are present to give information and offer advice on choice of careers. Technical education is usually represented at these Conventions and pupils and parents have the opportunity of obtaining expert advice on the choice of appropriate courses.

In one city a Careers Exhibition lasting a week is staged by prominent organisations in co-operation with the local education authority. It is visited by thousands of boys and girls, from places as far distant as 70 miles. Similar developments have taken place in some other Welsh towns.

Commonwealth Technical Training Week seems to have acted as a spur for some authorities to make efforts to establish contacts between schools and technical colleges where these did not previously exist. Other authorities, though they are relatively few, arrange annually for the principal of a technical college to visit grammar schools to inform fifth and sixth formers of the opportunities available in further education.

Further education officers and youth employment officers have their parts to play in forging links between schools and colleges. The effectiveness of their efforts varies considerably from area to area. In one area, the youth employment officer is particularly energetic and

competent. He and his staff are always well informed about further education courses. All secondary school pupils are interviewed by his staff at some time during their school careers, and parents are invited to be present (over 50% usually attend). He also meets employers regularly and attends apprenticeship committees and joint industrial councils. The liaison between him, the secondary school heads and the technical college principal is very close.

In at least three authorities, the agricultural education officers are making strenuous efforts to interest school pupils in the facilities available in agricultural education and training. In one area, the officer obtains the names of all school leavers who are taking up farming, and they are seen by him before they leave school and afterwards during visits to farms.

Local education authorities have schemes enabling them to give financial assistance by such means as travelling expenses, maintenance grants or awards, to students attending courses at technical colleges. This applies to colleges outside as well as inside the authority's boundaries, so long as the student has received the authority's permission to enrol at the college which he is attending. Unfortunately there have been instances of lack of co-operation between neighbouring authorities in granting such permission, and these have done much to discredit the work of technical colleges in the eyes of secondary schools.

School-College Relations

The link between grammar schools and technical colleges is a tenuous one. It is true to say that in the majority of Welsh grammar schools it is non-existent. The attitude of some grammar-school heads towards the local technical college can be described as one of competitive hostility. These regard its work as something inferior, and the colleges of other authorities, which may conduct work of an advanced nature, seem remote and are of no apparent concern of theirs. This is a traditional attitude which happily shows signs of changing, as more heads become aware of the new pattern of education which offers parallel routes to that of the university, some designed for the not so able student but others which cater for the high flyers and which are in no way inferior to the university route with which the heads have been familiar for so long. It has only recently been realised by heads, pupils and parents that technical colleges also offer routes which lead to highly regarded professional qualifications.

The relatively high proportion of pupils admitted to grammar schools and the few apprenticeships offered in Wales help to explain

why few school leavers from the secondary modern schools enter occupations which demand training in certain skills. It may also help to explain why close contacts have not been established between these schools and the colleges.

Growth in Full-time Courses at Colleges

During the past five or six years, there has been a considerable growth in the number of full-time courses at technical colleges, designed specifically for the secondary modern school leaver, such as shorthand and typewriting, pre-nursing, pre-catering and hairdressing courses for girls, and pre-apprenticeship courses for the engineering and building trades for boys. The establishment of these courses largely explains why the proportion of secondary modern school leavers who continue their education full-time at a technical college rose from 1 per cent in 1953-54 to 7 per cent in 1959-60. The development of these 'end-on' courses has brought heads and principals in many areas into closer contact, with a desire for further knowledge about each other's establishments.

In some areas, secondary modern heads see in the technical college a natural outlet for their better pupils, either in full-time or part-time courses. They have a reasonably good knowledge of the courses available and some make arrangements for the older boys to attend one day a week at the College to study engineering and building subjects. Others are not sufficiently aware of the courses available at technical colleges. Their aim with the abler boys very often is to prepare them for the local school-leaving examinations, and their thinking does not go beyond this. They do not see as clearly as they should the obligation to know more about further education courses which some of their boys may follow after leaving school.

Examinations

It has become the custom generally now in most secondary schools to prepare some pupils, if not all, for some examination or other. The pattern in the grammar schools is simple—the schemes of work in the various subjects are invariably geared to G.C.E. syllabuses.

In the secondary modern schools the picture is far more complex. Until five or six years ago there was no sign of examination activity in these schools, apart from the usual terminal and sessional tests. During recent years, particularly over the last four years, it seems as if examination floodgates have been opened. In some areas the local education authority exercises control over the number and type of examinations which the schools prepare for, but in other areas

heads seem to have freedom to prepare their pupils for any external examination they think suitable. The desire for this examination preparation seems to have stemmed from the teachers in the schools, and for such reasons as 'to give the schools a greater sense of purpose' and to give pupils a qualification that would exempt them from certain preliminary courses at technical colleges.

Such examinations as those for the General Certificate of Education at Ordinary level (in a limited number of subjects), the local authority's school-leaving certificate, the College of Preceptors' Certificate, the Royal Society of Arts Technical Certificate, the Regional Examining Body's Preliminary National Certificate and Preliminary Technical Certificate, the Royal Society of Arts Commercial Certificate and Pitman's Commercial Certificate are among those for which secondary modern schools now prepare their pupils.

Some of the examinations were designed as diagnostic tests for part-time students at technical colleges who wished to pursue National Certificate or craft courses. Success in these examinations after full-time preparation at school is not always a reliable guide as to the competence of the pupil to pursue successfully the subsequent course by part-time study at a technical college. Many pupils who have succeeded in obtaining a Preliminary National Certificate in this way have subsequently proved to have inadequate ability for a National Certificate course and have had to be transferred to a craft course. A spot check at one college showed that 80 per cent of the students following the later stages of craft courses had passed the Preliminary National Certificate examination while at school.

Some of these examinations demand that the pupil remains at school beyond the minimum school-leaving age in order that the course may be adequately covered. The number of pupils who stay at least a year beyond this age is very small; during the school year 1959-60 the proportion of school leavers from secondary modern schools who had stayed as long was only 4 per cent.

Extended Courses

From this low figure it can be gathered that the number of extended courses in secondary modern schools is small. Those that do exist follow various patterns. In some cases the whole course is conducted at the school; in others, certain schools act as centres for practical subjects such as crafts, and neighbouring schools send their pupils to them for a half or whole day a week; in others, the local technical college acts as the centre where pupils go for specialised practical training for one or two days a week. The aim of these extended craft courses is usually to give the pupil a taste of two or three

crafts and to help him to decide which craft, if any, he wishes to pursue when he leaves school.

Secondary modern heads in some areas tend to adopt the attitude that their schools are capable of making all necessary provision for pupils who wish to stay in full-time education beyond the age of 15. This can lead to over-provision in some subjects, such as commerce for girls.

Information about Pupils

When a pupil transfers from the primary school to the secondary school his record card, which contains valuable information about his progress and attainment, follows him. During his stay at the secondary school his progress continues to be recorded, but when he goes from the school to the technical college as either a full-time or a part-time student the card does not accompany him, but is usually kept at the school. Could not adequate information on all pupils be made available to the technical college? At present, the school transmits information to the college concerning an individual pupil only when requested by the principal.

There is little evidence, if any, to indicate that schools take the initiative in approaching establishments of further education. Visits to technical colleges are arranged in some areas for the older pupils. Teachers who accompany the pupils have an opportunity of seeing the facilities offered and of discussing common problems with the college staff. The number of such visits is small, and they are almost entirely confined to pupils from secondary modern schools. As has been previously mentioned, some technical college principals are invited to address pupils in secondary schools on the opportunities offered in further education, but again this happens all too rarely.

The secondary schools receive, usually through the Youth Employment Service, information in the form of booklets and leaflets concerning careers. This material is in most cases displayed on noticeboards and in the school library. Some heads even refer to it on occasions at the morning assembly. Youth employment officers arrange industrial visits locally for older pupils in most areas, but this applies mainly to secondary modern schools. Schools rarely invite visitors from industry.

In secondary modern schools, generally, the youth employment officer's knowledge is used fully in advising pupils on their choice of career, and the schools can be said to support the Youth Employment Service constructively. The same cannot be said of all grammar schools. Although the majority co-operate fully with the Service, there are some who regard the approaches with suspicion, if not resentment.

Relations between Schools and Parents

The relationship pattern between schools and parents varies from area to area, and from school to school within an area. In some schools, parents of new entrants are invited on a day before the opening of term to be addressed by the head and to become familiar with the school setting. This initial contact with the school may be continued through regular meetings of parent-teacher associations and through meetings of the staff with parents of pupils in particular forms. Some schools have parent-teacher associations which meet weekly at the school for dramatic, choral and other social activities. In other schools, such regular contact is not maintained, but the head is available to receive parents on one particular afternoon a week. In others, the only opportunity for contact is provided by an annual exhibition of pupils' work. Apart from parent-teacher association meetings, it is rare for assistant teachers to have formal contacts with parents. Parents who visit a school for information or advice are usually seen by the head or his deputy.

There seems little evidence to suggest that many schools take the initiative to encourage and help parents to see their children's secondary education in relation to their further education and eventual careers. Parents whose children are approaching the school-leaving age are, in most areas, invited to an interview at the school with the youth employment officer. The school can also, at this point, offer guidance on the appropriate routes to be pursued in further education. This advisory service seems at present to be non-existent.

Grammar school heads are apt to regard their school's function as being the preparation of pupils for university education, with teacher training colleges providing an alternative for girls or for the not so able pupil. In most of these schools, 'technical' streams, where they exist, are identified with lower-ability streams, and cases are known where pupils have been encouraged to take woodwork, metalwork and technical drawing at Advanced level in the G.C.E. under the mistaken impression that this is a suitable course for a boy who wishes to enter engineering at the age of 18. There could be no greater disservice to technical education.

Approaches by the Colleges

Personal relations between school and college staffs are usually limited to contacts between headmaster and principal. For example, some principals, at the invitation of heads, visit schools to talk to older pupils. Others may be invited to heads' meetings, to explain details of further education courses available at their colleges and to

discuss the precise requirements for entry. Such meetings also give the principals the opportunity to discuss the kind of information they need from heads about potential students. Some principals act as examiners or assessors for the local school-leaving certificate examination taken by the pupils at secondary modern schools, and this brings them into contact with school heads. Common membership of local committees such as the youth employment committee also serves to bring heads and principals together.

Recently, owing to the growth of full-time courses for 15-year-olds in technical colleges, there has been an improvement in the link between schools and colleges. Principals are seeking information about potential students for these courses, while heads, for their part, seek information about the courses in order to advise pupils about their suitability. Selection procedures for admission to such courses vary. In some areas recruitment is by recommendation from the head and interview by the principal; in others it is by an examination set by the college; in others, by the local school-leaving examination and interview by the principal; in yet another case, by a common examination set by the authority for admission for all its colleges, the principals being furnished with no information other than lists giving the names of successful candidates.

Exchange of Information

Colleges seldom make approaches to schools to seek information about past pupils who are engaged in part-time courses. As has been mentioned earlier, the transfer of adequate information about individual pupils from the school to the college at the recruitment stage would be of great value to the college in its task of placing the student in the most suitable course. It would reduce the number of re-adjustments that now have to be made during the first few months of the course, and would also lead to fewer failures.

There is no evidence of an automatic feed-back of information from colleges to schools about the progress and attainment of past pupils on college courses. Sometimes it is given indirectly as, for example, in a list of successful candidates in examinations and the names of prizewinners contained in the programme of the College's Annual Prize Distribution, to which the local heads are invited. Colleges would undoubtedly gain valuable publicity if this information were regularly passed to schools, since it can be assumed that heads would mention such successes in their reports at annual Prize Days.

Enrolment

Enrolment procedures vary from area to area, from college to

college within an area, and also with the type of course. Enrolment for full-time courses, whether they are 'preliminary' courses for 15 year-olds or post-G.C.E. courses, is usually carried out well before the beginning of the session. Since certain entry qualifications are demanded, in the form of success at a special entrance examination or the possession of certificates of requisite standard, selection reaches a high degree of accuracy.

In the case of enrolment for part-time day courses procedures vary. This is generally carried out during the same period as enrolment for evening courses—vocational and non-vocational—and often, when large numbers are involved, it is impossible to allow sufficient time for allocating every student to the appropriate course with the care which this demands. Some colleges have separate enrolment periods for vocational and non-vocational courses, and so have more time and a better opportunity for placing the entrants in courses best suited to their abilities and needs. There are other cases, although few, where colleges serve large firms in their neighbourhood, in which enrolment of the employees takes place on the firms' premises. This method offers the opportunity to discuss individual cases with the employer.

Easing the Transition

Few colleges seem to take account of the teaching methods used in the schools where their students come from, although new entrant classes are often taught by teachers who have previously taught in secondary schools. Full-time courses normally have a teacher in charge who acts as tutor, and is responsible for the general welfare of the students. In some colleges this practice extends to National Certificate courses and certain part-time craft courses.

The importance of giving the student every assistance in making the transition from school to college as smooth as possible is not fully realised or appreciated by all principals. This is particularly necessary in the case of part-time students, who have two major adjustments to make: they have to exchange a sheltered existence at school for the hurly-burly of industry and commerce, and a system of full-time education for the new methods and environment of part-time education.

Many colleges lack amenities in the form of student common rooms, recreation rooms, student committee rooms, assembly halls and playing fields, all of which give to the student a sense that the college is a place to which he belongs, and is more than a collection of classrooms and workshops. Where social activities do exist, they are, without exception, the concern of full-time students. The organi-

sation of such activities should naturally rest mainly in the hands of full-time students, because of the greater amount of time they can devote to it, but more might be done to enlist the interest and services of part-time students.

It is usual for the progress of each part-time day student to be reviewed periodically, and for a report to be sent to his employer. Although in some cases colleges possess information about the subsequent success or failure of past students, either at their employment or in other colleges to which they may have been transferred, there seems to be no system in existence for transmitting this information automatically to the college.

Relations with Industry and the Youth Employment Service

Relations between colleges and industry are on the whole good. Some principals pay regular visits to firms which release their employees to attend college; others keep in touch by correspondence and by telephone. In other cases the relationship is established through the college advisory committees. Members of the teaching staff do not always maintain sufficiently close contacts with industry, and in some cases this applies also to heads of departments. There may be good reasons why this is so, such as lack of time owing to heavy teaching commitments, but nevertheless this defect is a regrettable one.

The link between the Youth Employment Service and technical colleges is not as strong as that Service's link with the schools, because the majority of college students are in employment. There is generally close liaison between principals and local youth employment officers, who are given every opportunity to become familiar with the work of the colleges. At three technical colleges built in recent years the local Youth Employment Bureau has been incorporated in the college building, an arrangement which is working well.

5. *Publicity*

The Youth Employment Service, nationally and locally, publishes material giving guidance on careers and on the further education required by careers. The Ministry of Education also issues publicity material. The National Union of Teachers produces an Annual Guide to Careers for Young People.

In addition to this, the Enquiry revealed a great mass of material intended to provide publicity about opportunities in further education with many references to links between schools, colleges and employers.

The range is immense. It varies from large posters for the passer-by who may not know his own mind to separate leaflets on particular subjects for the information of individuals who know fairly clearly what they want. In between is the booklet which is in part general publicity and in part a catalogue of details of courses available.

The publicity is sometimes directed at school leavers but only very occasionally to those at an earlier stage in school. Sometimes it is directed at the parent rather than the child. In a few cases the appeal is to teachers, more particularly careers masters. Nor is it all in printed form—the film which gives an account of life in a technical college can be an effective form of generalised publicity.

The very scale of the publicity suggests questions. There is for instance the problem of how best to appeal to particular groups of people. The difficulty of putting oneself in the place of the teenager of today is stressed elsewhere in this report.

One of the more attractive pamphlets, produced by an education authority in the North of England, well illustrates this difficulty. The colour cover shows a girl dressed, in the views of the authors of this report, suitably and attractively. The comment on her by a school leaver was that she appeared dowdy and old-fashioned! Again, what information is required in each case and how it may best be set out may seem simple matters; but it is clear that some booklets are easy to use for reference and some are quite difficult. Even such simple matters as which addresses to give in full (and at what place in the booklet) and how best to indicate the standard required for successful pursuit of particular courses or occupations repay consideration.

School Leavers

The pamphlet referred to above is explicitly addressed to those leaving schools of all kinds. It consists in the main of a directory of institutions catering both for the leisure-time and the further education needs of young people, including both voluntary and local authority provision. There are short and suitably worded introductions to each section, some black and white illustrations, and the pamphlet is distinguished by clear and attractive type and lay-out.

It is noteworthy that in the considerable number of advertisements in the pamphlet, most of them bringing employment opportunities to the attention of readers, very few make any reference to further education. Some, but not all, the sections help the reader to assess his own suitability for various courses offered.

A northern secondary technical school for boys produces its own guide to careers, well printed and comprising over 80 pages. It is first presented to pupils as a kind of reference book when they are 14, and they are encouraged to keep it at home and to show it to their parents. It is a basic document for careers guidance at a later date and is used freely in connection with discussions on careers which take place at various times as the pupil grows older. An introduction sets out clearly the advantages of aiming at qualifying in a skilled trade or in a profession and how this may be done. Separate sections on opportunities for employment in local firms and farther afield follow.

The information is detailed, precise and easy to read. For individual firms or for whole industries, as the case may be, the various levels of employment are set out showing age of entry, educational standard required and the kind of further education which is involved. A perusal of the booklet cannot fail to inform the pupil about the whole range of further education in the country as a whole. An appendix describes appropriate university and technical qualifications and one is left hoping that the booklet reaches a wider public than the boys of the school producing it.

Parents

A southern county borough issues a Parent's Guide to Secondary Education. This pamphlet is issued in connection with the allocation procedure at 11+ so that parents can make a beginning at understanding what our system of secondary education has to offer. It includes details of extended courses and makes some reference to appropriate employment opportunities. But it is more common to find that publicity about careers and further education is devised for

a wider public and a hope is often expressed that parents will find it useful. This is a particular example of a general tendency to make publicity available in public libraries, at Open Days and Careers Conventions etc., for all those who care to collect it, rather than to put it into the hands of those who are known to be affected.

Thus publicity material which may be well suited to the understanding of, for example, officers of the education authorities is often available to parents but will not always be planned to answer the question they wish to ask. A report by an advisory panel, consisting of representatives of an education authority in the Midlands, together with representatives of further education and of industry, provides an example. The title, on a two-colour and attractive cover, gives the impression that the contents are just what a parent needs. In fact the 40 closely printed pages which follow are a good example of a report for the consideration and guidance of an education committee, but suited to the needs of only a very small minority of parents.

A number of those who helped with the Enquiry made the point that many parents play a much less decisive part in choosing a career for their children than they did in the past. Often even the decision to stay at school for a further year, or to leave as soon as the age of 15 is reached, is taken by the child and the parents raise no objection. A headmaster has said that it is not at all unusual for a parent to come to him to talk about his son's future and say, for example 'he has got an idea in his head that he wants to be a civil engineer. I don't know where he got the idea, I wanted him to be an accountant, but I won't stand in his way, what can you do for him?' What a parent in this situation needs is information about specific careers and the continued education they will demand, related to the capacities of his boy. The source of this information must lie in the school, however much the school may depend for its material on outside services; the most effective channel of communication is from school to individual parent. In giving information, the school will try to help parent and boy to see it as contributing to the process of vocational guidance.

The role of pamphlets professing to give information about a variety of courses is largely subsidiary. If they are short enough to encourage reading by those who may not be vitally interested, nor in some case accustomed to reading anything but short paragraphs in the popular press, they will convey little information of real value. Films can be very useful for parents' meetings—even more so when, as in some cases, the pupils and the parents are both present.

In one school parents who call to see the headmaster are shown into a waiting room which is also the careers and further education

advice room. Here pamphlets of all kinds are deliberately left on the table and many a parent has, through this room, come to understand, for the first time, what opportunities are available for his child. An example of publicity designed to make parents aware of the need for their support and encouragement as well as for effort on the part of their children is afforded by those colleges of further education which send parents reports on students' progress.

Further Education Students

Most of the publicity for further education courses is in the form of college prospectuses. Increasingly these are the subject of care in planning—cover designs are often particularly attractive—but it is no small problem to make the information inside the prospectus match the promise of the cover. To avoid, on the one hand, producing a forbidding effect by giving a great deal of closely printed general information, and on the other hand, making hardly any impact by giving a mere catalogue of the names of various courses is no easy matter. Where it is accomplished the effect is to set the reader on the right road from the beginning.

The most successful practice would appear to be that in which the different classes of interested people are catered for in different documents. A college in a southern county borough issues a general section of its prospectus separately and refers readers to details of specific courses published in separate departmental pamphlets. A document for the school leaver which shows clearly the relation of courses to careers and gives some idea of educational requirements for entry at different levels would be most useful. The division of the college prospectus into separate sections, each with a somewhat different aim could well reduce the cost of this form of publicity. A number of prospectuses can only be obtained by the enquirer on payment. Prospectuses are rarely available in any quantity in the schools and perhaps this is because, in serving so many purposes, they become bulky and therefore expensive.

It should be emphasised that college prospectuses are almost universally useful to students who have a clear idea of what they want from further education. One northern county borough issues a college prospectus which not only lists courses available but gives much useful information about professional and other qualifications and the addresses from which more details can be obtained, and this is typical of many. Sometimes there is a reference to the advice from the Youth Employment Service which is available after employment is taken up, including the address of the youth employment officer. It is by no means so common to find a college prospectus which

clearly aims to guide the fumbling seeker to some path which he or she can follow in further education.

Employers

Some of the publicity already referred to reaches the employer. Very little seems to be devised particularly to engage his attention. It is true (in every part of the country) that some employers of young people are directly in touch with some part of the educational service. They serve as governors of colleges of further education and on college advisory committees, and as governors of schools, although here probably more as citizens than as employers.

Some employers invite parties of school leavers to visit them, a few provide short 'appreciation' courses in their works, designed to give young people an idea of what working in their firms will involve. And clearly every employer sending his young employees to further education 'in the firm's time' is in touch with the college providing the courses. These contacts result in information about the school leaver and his education reaching those employers who are interested and involved in the various ways mentioned above.

But many employers are not thus interested and involved. No examples of publicity specifically planned with such employers in mind came to notice during the Enquiry. It is true that colleges of further education write to local employers about courses which they propose to initiate, and sometimes invite the employers to attend a meeting to discuss details. But this approach is naturally made to employers likely to be interested in a particular type of course.

In some cases the field is narrowed still more by writing to employers who already send their employees to the college for existing courses. Even in those parts of the country in which a great deal has been done to win industrial interest in and support for educational activities some employers still fail to realise how much help they could obtain with their problems of recruitment and training by knowing more about what schools and colleges of further education are doing locally. Perhaps in this modern world what is not well-advertised cannot be sold in quantity.

Nearly all that has been said so far has referred to publicity in printed form and of a recurrent type. Few examples were gathered in the course of the Enquiry of other kinds of publicity about links between schools and further education, full-time or part-time. The extent to which the local press gives space to school and college functions and development varies greatly. Regional radio programmes occasionally give time to such items; television seems so far almost to have ignored them. Heads of schools and college principals speak

at meetings of a wide variety of conferences and of associations local and national, concerned with education. But throughout the country as a whole much more reliance seems to be placed on publicity by means of the printed publication, often appearing annually, than on the spoken word or on short-term campaigns aimed at capturing the ears and eyes of those concerned.

Reference has been made elsewhere in this report to such events as Open Days and Careers Conventions. On the whole these seem to be successful with those who show their willingness to see and listen by attending. Appropriate literature is usually available at these gatherings for those willing to take a further step and to read something. The most difficult sector to reach is that which embraces the parent and the employer who are apathetic. They have not a monopoly of apathy. Some teachers and some school leavers are not interested in the transition from full-time schooling to employment associated with continued education. But at least they are accessible to publicity; if it exists in suitable form they cannot escape it. Perhaps the only relevant and certain point which can be made about the uninterested employer or parent is that he reads the newspapers, listens to the radio and watches television and perhaps films. Here seems to lie a largely undeveloped field for publicity.

Finally the point made (at the beginning of this section) about the appropriateness of the language used must be reiterated. A high proportion of the publicity seen is addressed to those assumed to be knowledgeable and interested. It is suggested that even here those who write and speak tend to overestimate the understanding and perseverance of those who are expected to read and listen.

6. The Individual Pupil or Student

In the preceding sections we have been concerned with the activities of authorities, institutions and individuals in providing education, training and careers advice for pupils and students. At the centre of the picture stand the pupils and students themselves towards whom all these activities are directed. It would be as well to consider for a moment the general situation from their point of view.

One obvious handicap is that it is virtually impossible for an adult to imagine in any detail how a child or young person is likely to feel at a particular stage in his life or career. Our own youthful experiences may have been different in some significant way and our memories may in any case be treacherous. It is possible, perhaps likely, that we shall make too little allowance for the resilience of youth, and worry more on behalf of these youngsters than they worry for themselves.

But from time to time we do come across children and young persons who have suffered from experiences which have left the majority apparently unscathed. We cannot know beforehand which of them will be sufferers, and it is perhaps wisest to legislate for them, and to take particular care to ensure smooth progress from school into work and into further education.

Problems of Communication

What is clear beyond doubt is that many youngsters display gross ignorance about prospects and opportunities which had, it was thought, been fully described and explained to them. 'One of the perplexing aspects of our survey', wrote Brian Jackson and Dennis Marsden,¹ 'was the way parents badly wanted, needed, and yet could not easily come by quite elementary information about the sixth form, specialisation, college, university, careers. And yet, on the other hand, there were schools staffed with able and interested teachers most unlikely to refuse any clear demand for help. Still the gap was not crossed.' If this is true of some parents it is likely to be true of some children.

¹ *loc. cit.*

As the opportunities afforded by continued education become of interest to more and more people, from all groups in the community, the esoteric language used to describe such opportunities will have to give way to something which everybody can understand. There is a problem of communication here which calls for intensive and immediate study and action.

Guidance for the School Pupil

We first meet our client as a young pupil in a secondary school. For the first two, and perhaps three, years he may be taking a general course, but there will come a moment when he is offered a choice of specialist courses, and this choice may be not unrelated to his future career. At the end of his third year his parents may be invited to discuss his future course of studies with the school head and perhaps with the careers master.

A Careers Evening or Careers Convention may be held in the school, at which representatives of local industries may attend. It will be a help if his parents have already become used to visiting the school and are not entering it or meeting the staff for the first time on this occasion. The youth employment service has resources which can, if desired, be tapped at this stage. It is important that no narrow vocational considerations are allowed to influence a choice of course at this point. The pupil is very young, has plenty of time before making decisions about his future, and will in any case best be served by a course which is liberally conceived and broad enough to benefit him whether he eventually enters a particular job or not.

The Right Course

His best interests are not likely to be served by those teachers who are anxious for him to follow while at school a course which is identical with one provided for part-time students at the technical college. If such a part-time course has been well planned it will not be appropriate to the full-time education which a school provides. The blend of experiences gained by following a course of studies over a period interspersed with work in industry on which those studies have a bearing cannot be acquired in a shorter period and in the isolation of a school classroom. To secure by full-time study in school a qualification normally gained by part-time study in college is not a matter for pride, and may be detrimental to the student's interest if it leads to a narrower education than the school would normally provide.

School courses which are planned with the broad requirements of further education in mind, particularly in such subjects as mathe-

matics and science, have an increasingly important part to play. They can do much to ease the transition from study at school to study at technical the college, especially if the college staff know and take account of what has been done in the schools.

Judgment in the Round

There is one particular form of protection which a pupil is entitled to receive from those who teach him at school—the protection of his right to be judged in the round, for all his qualities and achievements. The impressions he has made on various teachers, his achievements through the years, his place in the school community both inside and outside the classroom, his performances in examinations and in interviews are all relevant. Where close contacts exist between those concerned with his transition from school into work and into further education, and where procedures for selection and admission are given due attention, the many-sidedness of his nature will be taken into account; where contacts are slight, or procedures hasty, one crude assessment may mean the difference between success or failure for him.

Careers Masters

From the moment when the pupil embarks on a particular course until he leaves school he should be able to expect advice from a member of staff. In a growing number of schools careers masters (or counsellors) are giving this advisory service. If a careers master is to play his part effectively he must have full and up-to-date information about the structure of further education in general and about local opportunities in the technical college and in industry. The more first-hand experience he has of the inside of the technical college and of some local firms, the more convincing and helpful his advice will be. He will be working hand in glove with the youth employment officer. If he himself was educated at a grammar school and a university or at a grammar school and a teacher-training college, he will need to learn about and think imaginatively about the ever-widening range of further education.

His work will be helped if he has access to information which is written in terms which somebody outside the world of further education can understand, and also to booklets or leaflets which he can pass to his pupils, and their parents, to read. These booklets or leaflets need careful writing, if they are to be concise, to the point, and clear to those who are meant to read them. It is also a help if the school is kept informed of the performance of former pupils who have gone on to further education.

Grammar-school Careers Masters

In the grammar school the task of careers master is a particularly delicate one. The pupils have been selected as apparently suited to an academic course, and the school will be anxious that as many as possible shall pursue such a course and crown their achievement in the sixth form. Careers masters in grammar schools, again with the help of the youth employment service through its careers advisers, will need to know what sixth form studies can lead to nowadays in addition to a place at a university or teacher-training college. They must be able also to recognise the boy or girl for whom an earlier transfer into further education is likely to prove more beneficial than continued attendance at school. This calls for knowledge, judgment and generosity of outlook.

The pupil who leaves school at 15 or 16 to enter employment needs to know what opportunities for further education and training various firms offer their employees. His parents may urge him towards the job which yields quick material returns, or the job which was good enough for his father and his grandfather before him. The youth employment officer will help him towards a wider view of his prospects, and his parents may attend the interview along with him. Here again, if they have become used to visiting the school and are on easy terms with the staff they are more likely at this moment of decision to view and discuss the situation calmly and without prejudice.

If the pupil has been taken on visits to local firms he may have some evidence on which to base his choice. If he has visited the technical college, and perhaps even spent a regular period there each week during his last year at school, the possibility of continuing his education part-time, or perhaps full-time, will occur more naturally to him, and may influence him in his choice of job.

Helping the Student to Adjust Himself

To some school leavers, perhaps to many, the transition from full-time attendance at school to a combination of employment and part-time attendance at a college may be achieved without undue worry or loss of momentum. But some will need time to adjust themselves, and there is plenty to be said for helping them.

The boy who a few weeks before was an important figure in his secondary modern school, invested with some measure of authority and given privileges reserved to a small group, now finds himself a very junior member of an institution which may contain some impressively senior students. He will on the other hand be given some

forms of freedom to which he is unaccustomed, and which may for a time unsettle him. He will have to learn to work at home by himself, a practice which will come more easily to him if his parents appreciate the need for it, give their son a quiet corner for study and encourage him in his efforts. The college staff may seem more remote, and he may find less direct help in the classroom than he has been used to receiving.

It is right that he should have to stand on his own feet, and perhaps he has been spoon-fed up to now. Closer contacts between those who taught him at school and those who are now teaching him in the college might have persuaded the former to start the weaning process earlier, and the latter to temper the wind a bit more to the new entrant.

A tutor who has time to consider his individual welfare may be an important factor in the process of adjustment. This process may not be a long one but it is the beginning which is difficult, and that is the moment for help and encouragement. In the haste of enrolment, the student's capacities and needs may not have been adequately grasped; his course may be unbalanced; he may possess some skill or interest which membership of a college society can foster and develop, bringing him satisfaction and a calmer and easier attitude to the rest of his work; something at his place of employment may be disturbing him, and a tutor who knows something about the circumstances but who is not himself involved in them may be able to give helpful advice, though the student may be fortunate enough to have a personnel officer or an education officer at his firm to whom he can easily turn.

The College as a Community

In general, anything which goes to show that the college is a community, of which the student himself is a respected member, will be a help to him. If it is a place to which he can bring his parents, relations and friends this can be an additional help by giving him the encouragement of knowing that he has their backing, and giving them the insight they need if their support is to have meaning.

This informed concern for the individual pupil and student which is the mark of true quality in a school or college is something that can come about only through the co-operation of those who have known him at various stages and in various situations. It calls for a great deal of persistent effort. In the circumstances of to-day we cannot afford to do less than this for our young men and women. Fortunately, our traditional regard for the individual would not allow us to aim at doing less.

7. The Problem in Perspective

In the concluding sections of the Crowther Report the Central Advisory Council for Education (England) presents a list of recommendations for consideration as 'a consistent programme for the development, during the next 20 years or so, of English education for young people between 15 and 18'. The Report refers to 'some danger of English education lagging behind the times'. It says:

'Even in the education of our brightest children—which is what the English system does best—there is still a grave waste of talent through too early an abandonment of formal education. We do not think that the figure of about 12 per cent of the age-group in full-time education at the age of 17, and of 6 per cent at 20, is nearly good enough. The education that is provided for the great mass of children is inadequate both in its quality and in its duration. In the middle, between the brightest quarter and the great mass of ordinary children, the deficiencies, relatively to the need, are greatest of all, for it is in this 'second quartile' that the richest vein of untapped human resources lies, which will have to be exploited if this country is to keep a place among the nations that are in the van of spiritual and material progress.'

Three major defects were noted and three principles propounded which should help to remedy them. One defect and its related principle give this present report not only a reason for existence but also its terms of reference. The Council noted 'the lack of integration between the education that students receive in technical colleges and the education they have received at school' and suggested that 'there should be a greater degree of integration between the schools and further education, so that the transition can be made from one to the other smoothly and without any loss of educational momentum.'

One paragraph (535) of the Crowther Report is worth quoting at some length because it sets the scene well:

'In many areas there is increasingly close contact between schools, technical colleges and employers, but this is by no means universal. Even where there are very good personal relations, however, it does not always follow that the school has the intimate knowledge of what is involved in a particular career, and the course of study related to it, to be able to advise its pupils effectively. The staff of a grammar school is often called on to advise about the possibilities of a university

career. They are usually able to do so with some confidence because they are themselves graduates and have probably kept in close contact with recent developments in universities. Relatively few schools are in such a strong position where technical colleges are concerned. There are certainly not many teachers in schools who are themselves products of technical colleges; and, although a large number teach in evening institutes and some in technical colleges, probably not many of them have an adequate knowledge of further education courses as a whole, and especially in their later stages. Two types of knowledge are required. The first may be described as general knowledge. It ought to cover the length and gradient of the various courses and of the odds in favour of or against success by various groups of students. The second type of knowledge is not general, but local or particular. It is the power to form a reasonably reliable estimate about the chances of success of a particular pupil. It is gained by experience of what has happened in the past to others from the same school with whom the present pupil can be fairly accurately compared. It is necessary for this purpose not only to know that one candidate failed and another succeeded in his technical college course, but why (as far as can be found out) this should have happened.'

To this may be added by way of summary a short paragraph (26) from Volume II of the Report:

'What is extracted from the pool of ability depends much less on the content of the pool than of the effectiveness of the pump. This has been improving for many years, and is likely to continue to do so, but the rate of improvement can be accelerated by incurring the cost of providing more time, in larger blocks, more variation in the pace of courses, and closer contact between school and college and between firm and college so that there is a better chance of the student getting into the right course for him at the outset, and continuing in it thereafter.'

Nature of Contacts Needed

The White Paper *Better Opportunities in Technical Education* makes proposals for a 'major reconstruction of the system of courses for technicians, craftsmen and operatives in the technical colleges of England and Wales'. The publication of these radical and comprehensive proposals not only sets the stage but also gives the cue for considering the nature of the contacts needed between all those authorities, agencies, institutions, organisations and individuals who have an interest in seeing that the transition from school to college and the world of work is made as smooth and effective as it can be.

Conferences of Representatives

Nothing which is said elsewhere in this report is meant to detract from the importance of arrangements for consultation at the highest level within a district or a region between representatives of the various institutions and organisations concerned. These arrangements include, for example, standing committees with a permanent role and working parties set up simply to conduct a particular enquiry. Both types may be established by local education authorities, and contain representatives from local secondary schools and technical colleges, among others; or they may be set up by teachers' organisations or university institutes of education; or they may be associations of industrialists and educationalists covering a county area or possibly straddling the areas of two or more counties.

Not only may such groups of people decide or advise about questions of policy which are best handled at this level, but they also provide opportunities for the interchange of views between members of school and college staffs, industrialists and others. They bring together individuals and representatives of small units who might otherwise rarely meet, particularly in scattered areas. They give official recognition to the idea of co-operation and lend prestige to it because committee members and others who are obviously busy people are seen to be sparing time for it. They make the general public more aware of the local educational provision, the personalities and institutions involved, their relations with one another and the approaches to each. Not least, they help to create a general atmosphere which encourages the development of informal, day-to-day contacts and consultations about specific matters between particular institutions and individuals.

Need for Clearly-stated Policy

Where joint committees which include representatives from schools and colleges have been established by local education authorities they provide a useful forum for discussing and clarifying local policy about courses for the 15-18s. In doing so they render a service which is particularly welcome at the present time, when shortages of various kinds are preventing authorities from putting their plans fully into practice and are slowing up for many schools the natural development which is essential to any healthy and vigorous institution.

The pattern and location of extended courses will no doubt be modified in many areas as conditions change, though some degree of overlap between the provision made for the 15-18s in schools and colleges is likely to remain desirable. Meanwhile, if the staffs both of

schools and of colleges know what the general policy for the area is and have played some part in forming it, the confidence which this gives them enables them to accept present limitations more philosophically, to view neighbouring institutions without uncharitable thoughts, and to enter confidently into close relations with them.

Visitors to Speech Days and Conventions

Visits of technical college principals or leading industrialists to school Speech Days and Careers Conventions are frequent occurrences. They give welcome publicity to the idea of continued education and of the importance of co-operation between schools and colleges, they foster goodwill generally and lay a foundation for closer and more specific contacts, and they help to translate a paper scheme described (not always in simple terms) in a prospectus into something involving persons—and persons who are only too anxious to be friendly and helpful. Such occasions can enable parents and potential students to become much more at ease when seeking advice about courses and careers.

Detailed Knowledge Essential

But, as we have been reminded by the Crowther Report, good personal relations are no substitute for the detailed knowledge which those who have to advise young people must possess. The Crowther Report distinguishes between general knowledge and local or particular knowledge. Yet a knowledge of 'the length and gradient of the various courses and the nature of the syllabuses' is not of much value until it has been related to its local setting.

When the task is to advise a particular pupil which course he may best take and where he may best take it not only are his knowledge, capacity and temperament relevant factors, but also the way in which a particular institution interprets a syllabus, the strengths and weaknesses of its staff, the way in which the staff is deployed, and the teaching methods, not to mention personality, of individual teachers.

Crowther speaks of the need for knowing, as far as can be found out, why a particular student failed in his college course. This implies that colleges should keep contributory schools informed about the subsequent performances of their old pupils. The Enquiry did not bring to light many instances of this procedure; those which were revealed were clearly bearing fruit. Crowther is surely right in saying (para. 536) that there is 'a great need for schools and technical colleges to know something of each other's business and of the fortunes of individuals who pass through both.'

It is not difficult to show that detailed knowledge is of such advantage to all concerned as to be worth every effort to obtain it. It is tempting to ask why, at any rate in areas where communications are relatively easy, close co-operation has not more often been developed at all levels, including the level of assistant staffs in schools and colleges. But to do this would be to forget how recent and how far-reaching are some of those developments in our educational system which make such co-operation a natural and fruitful exercise.

Obstacles to Co-operation

We must frankly recognise that, in addition to the physical obstacles imposed by the nature of some districts, there may be some other elements in the situation which tend to keep individuals and institutions apart. Some of these are the results of habits and attitudes which persist even when the circumstances which prompted them have radically changed.

It is easy to forget how recently the minimum school-leaving age was raised to 15, and how few are the years which have passed since the notion of an 'extra year' tacked on somewhat loosely to the main course gave way to the conception of an integrated course, providing pupils in all types of secondary school with opportunities 'to go forward to the limits of their capacity'¹. Achievements by many schools have created a new situation, making it appropriate for the White Paper on Technical Education (1956) to say that 'plans for technical education must take account of progress in the schools' and that 'recent developments in the schools promise well for the future of technical education'. But the need, in their own interest as well as for the sake of others, for schools and colleges to work in close harmony was by no means as apparent hitherto as it is now.

Similarly, in these days when the structure of further education provides us with local, area and regional colleges, and now that colleges of advanced technology are well established, it is difficult to imagine ourselves back in the time before the White Paper of 1956. Nor is it easy, when thinking of the progressive development of sandwich courses, full-time courses and post-graduate courses, to recall the days when the provision of technical education still rested in the main on the basis of purely voluntary evening attendance. It may be hard, too, to remember what things were like before the development of the Youth Employment Service to its present pitch of efficiency. Yet in some respects our memories often go back a long

¹ White Paper *Secondary Education for All*. Cmnd. 604. 1958.

way, and the attitudes formed in early days can be singularly resistant to modification.²

Where it has not yet been possible for the schools to develop extended courses as they hope eventually to do, close co-operation between schools and colleges is bound to have an element of faith in it, but is essential to the development of self-confidence and mutual trust. The Enquiry demonstrated the advantages of a clear enunciation of policy which lets schools and colleges know where they stand: it revealed equally clearly the harmful effects of uncertainty. When schools and institutions are trying to develop in new directions they are only too well aware that their neighbours may be rivals in the field.

Apprehension and Uncertainty

In particular, there is the fear that when they themselves are trying to induce their pupils or students to stay on for a longer course somebody else may tempt them away to a shorter alternative. There is evidence, for example, that the new general courses outlined in *Better Opportunities* have given rise to misunderstanding and apprehension in some areas. In one area, for example, the fear is expressed that

'this new, organised and more or less guaranteed approach from work through G1 and G2 to the National Certificate, coupled with the status incentive of being a wage-earner on part-time day release at a college, will be likely to attract boys away from school to employment at 15.'

School heads in another part of England, says one report, *'require reassuring that (1) no boy will be encouraged to enter a technical college at 15 to pursue a course of study which is available in his own school; and (2) that the college internal examination at the end of the first year of the general course shall be in keeping with the sort of work likely to be done in the schools by boys who are not capable of tackling four or more O level subjects.'*

Similarly, schools in a midland area *'fear that they will be subjected to pressure to cover the content of the*

²As Dr. Johnson once wrote to Mrs. Thrale: 'Opinions once received from instruction, or settled by whatever accident, are seldom recalled to examination; having once been supposed to be right, they are never discovered to be erroneous, for no application is made of any thing that time may present, either to shake or confirm them. From this acquiescence in preconceptions none are wholly free; between fear of uncertainty, and dislike of labour, everyone rests while he might yet go forward; and they that are wise at thirty-three, are very little wiser at forty-five'.

*Gl part of the course in the fifth year at school, and that their own choice of curriculum will be unduly restricted.*¹

There is everything to be said for open discussion among all concerned.

The Complexity of Further Education

For those outside the world of technical education one of the chief obstacles to understanding has been the complexity of the arrangements. We are proud of the variety which our education displays, and resolute in resisting the dead hand of uniformity. The development of technical education is a monument to our countrymen's empiricism and genius for improvisation; but this does not make it easier for the layman to understand, particularly when a good deal of confusing nomenclature is involved.

Recent developments and proposals have brought a welcome degree of simplification, but it would be fatal to underestimate—as probably all of us have up to now—the need for explaining, in terms likely to be understood by everybody, what exactly is entailed by, and what achieved by, following particular courses in further education. Publicity material issued in connection with such courses varies considerably in the effectiveness of its appeal to those to whom it is directed.²

Isolationism

It is a commonplace that workers in all large enterprises tend to keep to their own section of the field, when co-operation with fellow-workers in an adjacent section would lighten their own labours. This is no less true of education, and we must not be surprised that, having organised it in sections, we are faced with problems of integration.

Isolationism is partly a measure of intense concentration on the task in hand, partly the result of a sense of pressure and a feeling that there is no time to spare, partly due to diffidence or to the fear that one's motives may be misunderstood, partly perhaps to be explained by something deep-seated in our nature and difficult to analyse. Whatever the root-causes may be, the phenomenon itself certainly exists, and some of its effects are harmful.

One of the values of arrangements such as the regular meetings of joint committees, joint conferences of school and college staffs, co-operative efforts at Careers Conventions or in the setting, marking

¹ cp. Section 6, pages 60-61.

² See Section 5.

and monitoring of local examinations, to mention a few instances, is that they bring people out of themselves and into closer contact with workers in neighbouring fields. Another example of this is provided by the Enquiry on which this report is based, which, in England at any rate, was a joint exercise involving members of the inspectorate who normally spend the bulk of their time either in schools or in technical colleges but rarely in both.

Physical Obstacles

Even when all the natural reluctances and hesitations have been overcome, and a spirit of general goodwill and co-operation has been developed, physical conditions in some areas impose serious obstacles. There can be few technical colleges in any case which do not have to draw upon a large catchment area and to receive students not only from schools in the towns where they themselves are situated but also from schools in districts on the periphery. There can be few technical colleges which do not draw students from the area of more than one local education authority. The pattern of local industry, too, may vary considerably; a college may have to deal mainly with a small group of large firms, or it may have to draw its students in twos and threes from many small employers.

Triumphs of Initiative and Enthusiasm

But the difficulties created by such conditions need no elaboration: it is more useful to describe the measures which some institutions and individuals are finding helpful in their efforts to overcome such handicaps. The Enquiry provided encouraging evidence of the amount which initiative and enthusiasm can achieve to overcome them.



Printed in England under the authority of Her Majesty's Stationery Office
by The North Western Printers Limited, Heaton Lane, Stockport.

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Published by
HER MAJESTY'S STATIONERY OFFICE

To be purchased from
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Forward from School

The Links between School and Further Education

LONDON: HER MAJESTY'S STATIONERY OFFICE: 1962



Foreword

I found this report full of interest. I believe many other people will too. Very rightly the partners in the Education Service have long realised how important it is to overcome the problems of transition from primary to secondary school; but we have not yet done nearly as much to solve the problems of transition from secondary school to further education. These are more recent and more difficult.

The report recognises the immense variety in further education. It records many valuable initiatives taken by teachers and administrators in different parts of the country to link the schools with the colleges. The opportunity of knowing what is being done elsewhere will certainly be of great value.

Those who have been working to strengthen the links between schools and colleges will be encouraged to do more and others will find it easier after studying existing practices to work out their own solutions to suit their own local needs.

David Eccles

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